



SWRK 501: CULTURAL COMPETENCY IN SOCIAL WORK PRACTICE 3 credit hours FALL 2023 (8/21/2023 – 12/07/2203)		
Instructor: Emily A. Boston, LCSW	Email: Emily.boston@wku.edu	Office: AC 212
Phone: 270-282-1949	Zoom Link:	Office Hours: Appointment Only
Class Meeting Dates: Thursdays – 8/31, 9/21, 10/19, 11/09, & 11/30	Class Meeting Times: 5:30 – 7:30pm CST	Location: AC 212

Prerequisite(s)/Co-requisite(s): Enrollment is limited to students in Social Work (157).

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 and Indicators 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 anti-racism, diversity, equity, and inclusion (ADEI) with 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 Text(s):

Sloan, L., Joyner, M., Stakeman, C., & Schmitz, C. (2018). *Critical multiculturalism and intersectionality in a complex world* (2nd ed.). Oxford University Press. [Available free through the WKU Libraries.](#)

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.

Learning Outcomes:

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

Knowledge

1. Demonstrate awareness of their own cultural experiences, biases, and values.
2. Identify 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. Apply theories of diversity that explain and show characteristics of anti-racist, culturally competent practice.
5. Critically analyze 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.

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](#) (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year and Advanced Generalist Curriculum. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Please review WKU MSW [Generalist Competencies](#) and [Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation.

CSWE EPAS Core Competencies for MSW Education:

The [Educational Policy and Accreditation Standards \(EPAS\)](#) core competencies are taught in all Council on

Social Work Education (CSWE) accredited MSW programs. Core competencies addressed in this class are defined and included in **Appendix A**.

Course Expectations:

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment with the desire to learn. Engagement is important to the overall spontaneous learning. Class participation and attendance are required. Students may **miss one class** for any reason; students who miss more than one will note a 10% deduction from the final grade. Students who miss more than three classes, when there are 5 or more course meetings, will automatically receive an F in the course.
2. Students are expected to adhere to all policies contained within the [MSW Handbook](#), the [Student Code of Conduct at WKU](#), and be in compliance with the [NASW Code of Ethics](#). Students are expected to act in a professional manner within the classroom and field environment with respect to their peers and faculty. This is addressed in the MSW Handbook and disruptive behaviors may result in a Professional Concerns Form.
3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of “zero” for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.
4. Students are expected to use APA (current edition) for writing, citing, and listing references. This is for all coursework 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.
5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit.
6. 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. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.
7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.
8. Students are encouraged to utilize academic support services such as [The Writing Center](#) and [The WKU Libraries](#) to help you be successful in this course.

9. 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](#). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the [Student Accessibility Resource Center](#).
10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Please go to [WKU's Title IX website](#) for full information.
11. 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.
12. Artificial Intelligence (AI) tools such as Chat GPT may be used for brainstorming or gather ideas with appropriate citation, but not for assignments utilizing your critical thought. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at this [link](#).

Brief Description of Course Assignments (full description & rubric for all assignments will be available in Blackboard). The rubric for the assignment used for assessment purposes is included as Appendix B*.

Discussion Board Exercises (5 x 40 = 200 points)

Discussion board exercises (completed in Blackboard) are designed to assess course preparation such as reviewing course readings, video lectures, video clips, podcasts, and other materials.

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 judgements 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 with the timeframe listed in the course site or he/she/they will receive zero points for the exam.

Book Review (50 points)

Read one of the books from the instructor approved list (pages 1 and 2 of this syllabus) and submit a minimum 3-page paper responding to the list of questions provided on the rubric.

Cultural Sensitivity Project (150 points)

**This assignment is used for assessment purposes and the rubric is found as Appendix B*

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 (5 points)

This rubric will be rated by the faculty covering areas related to Engagement, Collegiality, Growth & Development, Communication, and Adherence to SWRK Values. Students will review the rankings and will turn in a response and plan for growth on at least 1 of the areas pertaining to the class.

Evaluation & Grading

Course grading is based on the following criteria:

Assignment	Points
Discussion Board Posts (5)	200
Self-Study Paper	75
Cultural Sensitivity Project	150
Final Exam	100
Book Review	50
Professionalism	5
Total Points Possible	580

Grading Scale

90% - 100% = A

80% - 89% = B

70% - 79% = C

69% - 60% = D

59% and below = F

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.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑭᑭᑭᑭᑭ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Appendix A

2022 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 Posts	3, 4, 5, 6	Knowledge, Values, Skills, C&A
	Cultural Sensitivity Project	1, 3, 6	Knowledge, Values, C&A
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Cultural Sensitivity Project	1, 3, 5, 6	Knowledge, Values, Skills, C&A
	Quizzes	1, 2	Knowledge
	Discussion Board Posts	3, 4, 5, 6	Knowledge, Values, Skills, C&A
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Final Exam	1, 2, 5, 6	Knowledge, Values, Skills, C&A
	Quizzes	1, 2	Knowledge
	Self-Study Paper	1, 2	Knowledge
	In class & discussion board posts	2, 3, 4, 5	Knowledge, Values, Skills
	Cultural Sensitivity Project	1, 3, 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 & discussion	2, 3, 4, 5	Knowledge, Values, Skills
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	In class simulations & discussions	2, 3, 4, 5	Knowledge, Values, Skills
	Podcasts	3, 4, 5	Values, Skills
	Final exam	1, 2, 5, 6	Knowledge, Values, Skills, C&A
	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	3, 4, 5	Values, Skills
	Discussion Board Posts	3, 4, 5, 6	Knowledge, Values, Skills, C&A
	Cultural Sensitivity Project	1, 3, 5, 6	Knowledge, Values, Skills, C&A

Appendix B

Rubric for Cultural Sensitivity Project Paper

SWRK 501: Cultural Sensitivity Project Paper C1: Demonstrate Ethical and Professional Behavior; C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice; C3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; 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: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice						
1. Creation and Reflection of a Log of collected "Isms"	<p>Vaguely defines and describes the ism;</p> <p>AND does not include a discussion of any of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)?</p>	<p>Vaguely defines and describes the ism;</p> <p>AND includes a discussion of less than 3 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did</p>	<p>Weakly defines and describes the ism;</p> <p>And includes a discussion or reflection of 4-5 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did</p>	<p>Thoroughly defines and describes the ism;</p> <p>And includes a discussion or reflection of 6-7 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did</p>	<p>Thoroughly defines and describes the ism;</p> <p>And completely answers the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did</p>	<p>----- Score earned</p> <p>X 7</p> <p>----- Score earned</p>

	<p>If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	
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	<p>----- Score earned</p> <p>X 3</p> <p>----- Score earned</p> <p>Categories of isms include: racism, sexism, ableism, ageism, heterosexism, classism, religious prejudice, etc.</p>
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	<p>_____ Score earned</p> <p>X 5</p> <p>_____ Score earned</p>
---	--	---	---	---	---	---

Item 4 - C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

4. Description of the experience	<p>Thoroughly discusses 1 of the following:</p> <p>Context/Setting (e.g., physical space, etc.)</p> <p>Demographics (e.g., number of people, race, ethnicity, etc.)</p> <p>Emotional climate (e.g., warm, inviting, etc.)</p> <p>Culture (e.g., group dynamics, traditions, etc.)</p>	<p>Thoroughly discusses 2 of the following:</p> <p>Context/Setting (e.g., physical space, etc.)</p> <p>Demographics (e.g., number of people, race, ethnicity, etc.)</p> <p>Emotional climate (e.g., warm, inviting, etc.)</p> <p>Culture (e.g., group dynamics, traditions, etc.)</p>	<p>Thoroughly discusses 3 of the following:</p> <p>Context/Setting (e.g., physical space, etc.)</p> <p>Demographics (e.g., number of people, race, ethnicity, etc.)</p> <p>Emotional climate (e.g., warm, inviting, etc.)</p> <p>Culture (e.g., group dynamics, traditions, etc.)</p>	<p>Thoroughly discusses ALL 4 of the following:</p> <p>Context/Setting (e.g., physical space, etc.)</p> <p>Demographics (e.g., number of people, race, ethnicity, etc.)</p> <p>Emotional climate (e.g., warm, inviting, etc.)</p> <p>Culture (e.g., group dynamics, traditions, etc.)</p>	<p>Thoroughly discusses ALL 4 of the following:</p> <p>Context/Setting (e.g., physical space, etc.)</p> <p>Demographics (e.g., number of people, race, ethnicity, etc.)</p> <p>Emotional climate (e.g., warm, inviting, etc.)</p> <p>Culture (e.g., group dynamics, traditions, etc.)</p> <p>AND demonstrates a deep analysis of the environment</p>	<p>_____ Score earned</p> <p>X 5</p> <p>_____ Score earned</p>
----------------------------------	---	---	---	---	--	---

Items 5 - C7: Assess with Individuals, Families, Groups, Organizations and Communities

5. Assessment of Cultural Experience	<p>Thoroughly addresses 1 of the following questions:</p> <ul style="list-style-type: none"> How was this experience different for you? 	<p>Thoroughly addresses 2-3 of the following questions:</p> <ul style="list-style-type: none"> How was this experience different for you? 	<p>Thoroughly addresses 4-5 of the following questions:</p> <ul style="list-style-type: none"> How was this experience different for you? 	<p>Thoroughly addresses 6 of the following questions:</p> <ul style="list-style-type: none"> How was this experience different for you? 	<p>Thoroughly addresses the following 7 questions:</p> <ul style="list-style-type: none"> How was this experience different for you? 	<p>_____ Score earned</p> <p>X 5</p> <p>_____</p>
--------------------------------------	--	--	--	--	---	--

	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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 	<p>Score earned</p>
--	---	---	---	---	---	----------------------------

	of the overall learning from this exercise?	of the overall learning from this exercise?	of the overall learning from this exercise?	of the overall learning from this exercise?	of the overall learning from this exercise?	
Items 6 & 7 - C1: Demonstrate Ethical and Professional Behavior						
6. Oral Presentati on 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; AND is conceptually and/or logically unsound.	Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors; AND lacks flow and is not logically presented.	Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors; AND lacks flow but is conceptually sound.	Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND paper is presented logically so that ideas flow nicely.	Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND paper is logically and conceptually sound.	_____ Score earned X 2 _____ Score earned

Total Score: _____/150

References

- Abrams, L., & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2) 245-261.
- Adams, M., Bell, L., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice* (2nd 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 & Bacon.
- Armor, M., Bain, B., & Rubio, R. (2004). An evaluation study of diversity training for field instructors: A collaborative approach to enhancing cultural competence. *Journal of Social Work Education, 40*(1), 27-38.
- Armor, M., Bain, B., & Rubio, R. (2006). *Educating for cultural competence: Tools for training field instructors*. Alexandria, VA: CSWE Press.
- Barker, R. (2003). *The social work dictionary* (5th ed.). Washington, DC: NASW Press.
- Border, L., & Van Note Chism, N. (1992). *Teaching for diversity*. San Francisco: Jossey-Bass.
- Canda, E., & Furman, L. (2010). *Spiritual diversity in social work practice: The heart of helping* (2nd ed.). New York: Oxford University Press.
- Carter-Black, J. (2007). Teaching cultural competence: An innovative strategy grounded in the Universality of storytelling as depicted in African and African American storytelling traditions. *Journal of Social Work Education, 43*(1), 31-50.
- Colvin-Burque, A., Zugazaga, C., & Davis-Maye, D. (2007). Can cultural competence be Taught? Evaluating the impact of the SOAP model. *Journal of Social Work Education, 43*(2), 223-241.
- Davidman, L., & Davidman, P. (2001). *Teaching with a multicultural perspective: A practical*

guide. New York: Longman.

Diller, J. (2011). *Cultural diversity: A primer for the human services*. Belmont, CA:

Brooks/Cole.

Fellin, P. (2000). Revisiting multiculturalism in social work. *Journal of Social Work Education*, 36(2), 261-278.

Fredericks, A. (2007). *The complete idiot's guide to teaching college*. New York: Alpha.

Gabbard, W. J., & Starks, S., Cappiccie, A., & Jagers, J. (2011). An effective model of teaching cultural competency to MSW students in a global society. *Journal of Human and Social Sciences* 6(2), 204-208.

Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice: Cultural competence in action: A guide for students*. Alexandria, VA: CSWE Press.

Geva, E., Barsky, A., & Westernoff, F. (2000). Developing a framework for interprofessional and diversity practice. In E. Geva, A. Barsky, & F. Westernoff (Eds.), *Interprofessional practice with diverse populations* (pp. 1-28). Westport, Connecticut: Auburn House.

Gilbert, D., Grant, D., Van Soest, D., & Hammer, K. (2000). SW381 Syllabus-Cultural Diversity. In Carrie Jefferson Smith, Jeffrey Gabriel, Bill Lott, and Miyo Hirano (Eds), *Teaching racial, ethnic, and cultural diversity in social work*, (pp. 29-47). Alexandria, VA: CSWE Press.

Gray, M., Coates, J., & Yellow Bird, M. (2008). Introduction. In M. Gray, J. Coates, & M. Bird (Eds.), *Indigenous social work around the world: Towards culturally relevant education and practice* (pp. 1-10). London: Ashgate.

Harper-Dorton, K., & Lantz, J. (2007). *Cross cultural practice: Social work with diverse populations* (2nd ed). Chicago: Lyceum Press.

Hays, P. A. (2013) *Connecting across cultures: The helper's toolkit*. Los Angeles: Sage.

- Hendricks, C. (2003). Learning and teaching cultural competence in the practice of social work. *Journal of Teaching in Social Work, 23*(1/2), 73-86.
- Hogan-Garcia, M. (2003). *The four skills of cultural diversity competence: A process for understanding and practice* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- hooks, b. (2010). *Teaching critical thinking: Practical thinking*. New York: Routledge.
- Hyde, C., & Ruth, B. (2002). Multicultural content and class participation: Do students self-Censor? *Journal of Social Work Education, 38*(2), 241-256.
- Johnson, Y., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work, 54*(3), 220-231.
- Kreitner, R., & Knicki, A. (1995). *Organizational behavior*. Chicago: R.D. Irwin.
- Kroeger, S., & Bauer, A., (2004). *Exploring diversity: A video case approach*. Upper Saddle River, NJ: Pearson.
- Kuh, G. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *Journal of Higher Education, 66*(2), 123-153.
- Lum, D., (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (4th ed.). Belmont, CA: Brooks/Cole.
- Nagda, B., Spearmon, M., Holley, L., Harding, S., Balasone, M., Moise-Swanson, D., & De Mello, S. (1999). Intergroup dialogues: An innovative approach to teaching about Diversity and social justice in social work programs. *Journal of Social Work Education, 35*(3), 433-449.
- National Association of Social Workers (2007). *Indicators for the achievement of the NASW Standards for cultural competence in social work practice*. Washington, DC: NASW Press.
- National Association of Social Workers (2008). *Code of ethics of the National Association of*

Social Workers Washington, DC: NASW Press

Newsome, M. (2004). Analysis of past and present movements in cultural competence theory and practice knowledge in social work education. In L. Gutierrez, M. Zuniga, & D. Lum (Eds.), *Education for Multicultural social work practice: Critical viewpoints and future Directions*. Alexandria, VA: Council on Social Work Education Press.

Ortiz, L., & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education*, 46(2), 175-193.

Pederson, P. (2004). *110 experiences for multicultural learning*. Washington, DC: American Psychological Association.

Potocky-Tripodi, M. (2002). *Best practices for social work with refugees & immigrants*. New York: Columbia University Press.

Price, V. (2006). I don't understand why my African American students are not achieving: An exploration of the connection among personal power, teacher perceptions, and the academic engagement of African American students. In J. Landsman & C. Lewis (Eds), *White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism*, (pp. 122-136). Sterling, VA: Stylus.

Purnell, L., & Paulanka, B. (2003). Culturally competent health care: A culturally competent approach. Philadelphia, PA: F.A. Davis.

Rothman, J. (1999). *The self-awareness workbook for social workers*. Boston: Allyn and Bacon.

Schreier, S. (Ed.). (1994). *Quick reference to cultural assessment*. St. Louis: Mosby.

Snyder, C., Peeler, J., & May, D. (2008). Combining human diversity and social justice education: A conceptual framework. *Journal of Social Work Education*, 44(1), 145-161.

Solomon, R. P., & Levine-Rasky, C. (2003). *Teaching for equity and diversity: Research for*

practice. Toronto: Canadian Scholars Press.

Teasley, M. (2005). Perceived levels of cultural competence through social work education and professional development for urban school social workers. *Journal of Social Work Education*, 41(1), 85-98.

Thomas, A., & Schwarzbaum, S. (2011). *Culture & identity: Life stories for counselors and therapists* (2nd ed.). Los Angeles: Sage.

Tiedt, P., & Tiedt, I. (2010). *Multicultural teaching: A handbook of activities, information, and resources* (8th ed.). Boston: Allyn & Bacon.

Timpson, W. M., Canetto, S. S., Borrayo, E., & Yang, R. (Eds.). (2003). *Teaching diversity: Challenges and complexities, identities, and integrity*. Madison, WI: Atwood.

Timpson, W. M., Yang, R., Borrayo, E., & Canetto, S. S. (2005). *147 practical tips for teaching diversity*. Madison, WI: Atwood.

Tran, T. (2009). *Developing cross-cultural measurement*. New York: Oxford University Press.

Van Soest, D., & Garcia, B. (2008). *Diversity education for social justice: Mastering teaching skills*. Alexandria, VA: CSWE Press.

Van Voorhis, R. (1998). Culturally relevant practice: A framework for teaching the psychodynamic dynamics of oppression. *Journal of Social Work Education*, 34(1), 121-133.

Walker, R., & Staton, M. (2000). Multiculturalism in social work ethics. *Journal of Social Work Education*, 36(3), 449-462.

Weaver, H. (1998). Teaching cultural competence: Application of experiential learning Techniques. *Journal of Teaching in Social Work*, 17(1/2), 65-79.