

## Syllabus

### Course Overview

*Defeating racism, tribalism, intolerance and all forms of discrimination will liberate us all, victim and perpetrator alike.*

**—Ban Ki-moon**

This course presents theories, concepts, and research related to racial, ethnic, and cultural identity development. Learners consider how multiple factors including gender, socioeconomic status, religion, sexual orientation, and disability inform identity. The multicultural skills needed to function competently in the human services field are assessed throughout the course. Learners will practice selecting culturally relevant theories and models for client assessment and will practice applying culturally competent intervention to real-life scenarios.

*Cultural competence* is a broad term that means a person has the ability to function effectively with diverse populations. Cultural competence requires a deep level of self-reflection about one's own cultural identity and biases. In this course, you will closely explore the development of your self-concept and examine aspects of your identity (for example, gender, race, ethnicity, ability status, sexual orientation, and nationality). You will consider the context in which your self-concept was constructed (sociohistorical, exposure to oppression, et cetera) and how this influenced your beliefs, values, and biases. You will evaluate how your self-concept informs interactions with diverse populations and communities.

Cultural competence demands you to be open to the groups that are different from your own and confronts your biases and assumptions. In this course, you will study theories of identity development, microaggressions, and stereotype threat. These are the current streams of inquiry in multicultural research. Although you may have previously been exposed to content on cultural competence via coursework or living and working in diverse communities, the concepts presented in this course may be unfamiliar to you.

You are required to participate actively with the material presented and engage respectfully in discussions with course colleagues. In each unit, there are experiential exercises, self-assessments, and discussion topics concerning your current level of cultural competence. You will be challenged and some of the material may be uncomfortable. Remember, however, that this is part of the learning process and part of professional development. Taking a deep dive into the course material will be rewarded with increased cultural competence. Engage in the process and enjoy the journey.

## Program Journey

Click **Human Services Program Journey** to view a useful map that will guide you throughout your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that

will support you along the way.

## Identity Profile

Throughout your program, you will be strengthening your identity as a human services professional. Click **Identity Profile** to view a special interactive tool that has been designed for you to document your progress. This profile, which will appear in courses throughout your program, is a dedicated space for you to record your growth and personal effectiveness as a professional. It will also provide opportunities for you to share your progress and accomplishments with your peers.

### Reference

Ban Ki-moon quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/b/bankimoon643812.html>

## Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze how a variety of theories and socioeconomic factors impact culturally competent practice and inclusive decision making in the field of human services.
- 2 Evaluate personal assumptions and beliefs about culture, diversity, and inclusion.
- 3 Design of culturally competent plan of action for specific individuals, groups, or communities based upon their historical background, current community relationships, and anticipated future change.
- 4 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others consistent with expectation for members of the human services profession.

## Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: W.W. Norton & Co. ISBN: 9780393339727.

Thomas, A. J., & Schwarzbaum, S. (2017). *Culture and identity: Life stories for counselors and therapists*. (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781506305677.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool:

- Burkard, A. W., Pruitt, N. T., Medler, B. R., & Stark-Booth, A. M. (2009). [Lesbian, gay, and bisexual working alliance self-efficacy scales](#). *Psyctests*. doi:10.1037/t00319-000
- Constantine, M. G. (2007). [Racial microaggression in counseling scale](#). *Psyctests*. doi:10.1037/t30267-000
- Khoury, D., & Manuel, J. I. (2016). [Development and validation of a measurement of multicultural competence toward Arab Americans](#). *Best Practices in Mental Health*, 12(1), 43–60.
- Mallinckrodt, B., Miles, J. R., Bhaskar, T., Chery, N., Choi, G., & Sung, M. (2014). [Everyday multicultural competencies/revised scale of ethnocultural empathy](#). *Psyctests*, doi:10.1037/t28136-000
- Rooney, R., Nesdale, D., Kane, R., Hattie, J., & Goonewardene, R. (2012). [The development of the Universal Ethnic Identity Scale \(UEIS\) for use in an Australian context](#). *Australian Psychologist*, 47, 238–248.
- Sue, D. W. (2010). [Microaggressions in everyday life: Race, gender, and sexual orientation](#). Hoboken, NJ: Wiley.
- Wei, M., Chao, R. C., Tsai, P., & Botello-Zamarron, R. (2012). [Concerns about counseling racial minority clients scale](#). *Psyctests*. doi:10.1037/t08547-000

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication:

- [Cultural competence self-assessment tool](#). (n.d.). Retrieved [https://docs.ucare.org/filer\\_public/files/culturalcompetenceselfassessment.pdf](https://docs.ucare.org/filer_public/files/culturalcompetenceselfassessment.pdf)
- Georgetown University Center for Child and Human Development National Center for cultural competence. (n.d.). [Promoting cultural and linguistic competency self-assessment checklist for personnel providing primary health care services](#). Washington, D.C. Retrieved from <https://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>
- Georgetown University Center for Child and Human Development National Center for cultural competence. (n.d.). [Promoting cultural and linguistic competency self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings](#). Washington, D.C. Retrieved from <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>
- [Project Implicit](#). (n.d.). Retrieved from <https://implicit.harvard.edu/implicit/>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Projects

### Project >> Diversity and Inclusion in the Field of Human Services

#### Project Overview

This course project consists of three assignments that will allow you to demonstrate your understanding of and ability to apply theories related to the current streams of inquiry in multicultural research: identity development, microaggressions, and stereotype threats. Your discussion topics provide the framework for each of your assignments. They also offer opportunities to engage in the ongoing assessment of your own cultural competence and its impact on your work as a human services professional.

In the Unit 3 assignment, you will complete a reflection and analysis of your personal racial, ethnic, and cultural identity supported by the materials you studied in the first three units of the course as well as appropriate peer-reviewed articles that you have researched and selected.

In the Unit 6 assignment, your assignment will focus on a specific racial, ethnic, or cultural group of your choice and a description of the microaggressions that the group faces in society. You will also evaluate your personal experience with both giving and receiving microaggressions.

Finally, in the Unit 10 assignment, you will compile the content from your first two assignments and add a final section that addresses the topic of stereotype threat, how it might affect the group you selected for your Unit 6 assignment, and the implications for you as a human services professional.

## Introduction

*Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.*

**—Albert Einstein**

In many ways, the study of human services embraces this edict by Einstein. Human services professionals continuously seek to probe and question. We question our clients to gain greater understanding. We question social systems to demand greater equitability. We question ourselves to improve self-awareness. These are all aligned with ethical requirements in the field. In this unit of HMSV5334, we will work toward increasing your self-awareness.

Human services professionals are ethically required to seek insight and awareness of self (for example, knowledge of your values, beliefs, cultural orientation, and personal identity). The National Organization for Human Services Ethical Standards for Human Service Professionals STANDARD 34 states, "Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients."

To improve your self-awareness, you will explore aspects of your cultural identity development in this unit. You will be examining the context of your birth and early development of self in the first discussion of Unit 1. Thomas and Schwarzbaum (2017) state, "Cultural identity and self-concept are developed not only within the context of the consciousness of others' perceptions but also within historical images and stereotypes of culture" (p. 6). In the second discussion of Unit 1, you will have the opportunity to examine and take a portion of the Universal Ethnic Identity Scale (UEIS). This will be the first of 12 self-assessments and scales you are exposed to in the course. These assessments offer the opportunity to deepen your self-awareness. At times, the assessments may be thrilling as you gain personal insights. At times, the assessments may be uncomfortable as you recognize your biases. But always, the self-assessments and exploration of your identity are necessary to reach competent practice. Remember: never stop questioning.

## References

Albert Einstein quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/a/alberteins125368.html>

National Organization for Human Services. (n.d.). Ethical standards for human service professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Thomas, A., & Schwarzbaum, S. (2017). *Culture and identity: Life stories for counselors and therapists*. (3rd ed.). Los Angeles CA: Sage.

## Learning Activities

# Readings

## Textbook

Use your *Culture and Identity* text to complete the following:

- Chapter 1, "One Self in Context," pages 3–18.
- Section II, "Race and Ethnicity," pages 19–23.
- Chapter 2, "Julie's Store: So What if I'm a Black Woman?," pages 23–43.

## Capella Library

Use the Capella University Library to complete the following:

- Rooney, R., Nesdale, D., Kane, R., Hattie, J., & Goonewardene, R. (2012). [The development of the Universal Ethnic Identity Scale \(UEIS\) for use in an Australian context](#). *Australian Psychologist*, 47, 238–248.

# Internet Resources

Use the Internet to access the following:

- Gather information on what happened the day, month, or year of your birth. Search for newspaper, magazines, and other publications that capture historical events in your local area, state, region, country or the world. Find information or images on popular culture at the time of your birth (television shows, music, radio programs, politics, et cetera).

## u01s1 - Learning Components

- Explore the historical or cultural and social factors that impact the development of personal identity.

## u01d1 - Development of Self

In this discussion, you will begin to construct a personal identity profile:

- First, summarize findings from the Internet research in the study of this unit (the context of your birth).
- Next, identify your birth characteristics (gender, race, ethnicity, ability, status, sexual orientation, nationality, et cetera).
- Finally, incorporate the following sections from Chapter 1 of your *Culture and Identity* text—"Development of the Self in Context", "Societal Influences on Development", and "Oppression" (pages 6 and 7) into an analysis of the accuracy of fit between your birth characteristics and your birth context.

Once you have completed the work above, answer the following questions:

- Did you find favorable, unfavorable, neutral, or absent images of your birth characteristics in the media (your gender, race, ethnicity, ability status, et cetera)?
- How does your identity align with the Thomas and Schwarzbaum discussion of oppression?

## Response Guidelines

Respond to the posts of at least two learners. Comment on differences and similarities noted in the context of birth and analysis of goodness of fit between birth characteristics and birth context.

Course Resources
Graduate Discussion Participation Scoring Guide

### u01d1 - Learning Components

- Explore the historical or cultural and social factors that impact the development of personal identity.
- Assess one's ethnic identity.

### u01d2 - Universal Ethnic Identity Scale

In this discussion, you will begin to assess your ethnic identity:

- Identify a brief quote (1–3 sentences) from the introduction of the Development of the Universal Ethnic Identity Scale (UEIS) article that resonated with you or was a curiosity for you.
- Discuss your reaction to the quote.
- Review and respond to the 18 survey questions found on page 244 of the article. Use the Likert Scale: 1 (strongly agree); 2 (somewhat agree); 3 (neutral); 4 (somewhat disagree); or 5 (strongly disagree) to record your responses.
- Summarize and describe your ethnic identity measure based on this scale.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast responses to the chosen quote. Compare and contrast description of learner's ethnic identity measure with your own.

Course Resources
Graduate Discussion Participation Scoring Guide



## u01d2 - Learning Components

- Discuss the process of assessing one's ethnic identity.

## Unit 2 >> Identity Development - Racial and Ethnic

### Introduction

*If you deny people their own voice, you'll have no idea of who they were.*

**—Alice Walker**

In Unit 2, we will explore racial and ethnic identity. Each of us has a worldview that is informed in part from our racial and ethnic identity. Racial identity is the composite of socialization based on race and historical factors. This socialization influences psychological development and sociopolitical attitudes. Ethnic identity is based on group affiliation and can be associated with nation of origin, language group, collective regional or historical experiences, et cetera. Racial groupings can be thought of as the broad category, and ethnicity can be subsumed under racial group. For example, if Asian descent is understood to be a racial group, then Chinese, Japanese, or Hmong could be ethnicities within this racial group. If African descent is understood to be a racial group, then Yoruba, Afro-Caribbean, and African-American can be understood to be ethnicities within this racial group. In these examples, you can recognize that the ethnicity may be based on national identity and common historical or regional experiences. Categorization of race and ethnicity can be messy and mostly is a sociopolitical construct. However, considerations of race and ethnicity are important because being a member in these groups informs about your values, beliefs, customs, traditions, behaviors, et cetera. According to Thomas and Schwarzbaum (2017), "It is important to explore racial and ethnic identity because it explains behaviors and attitudes" (pp. 20–12).

The readings and discussions in this unit explore race and ethnicity. The readings present personal narratives and experiences with racism, oppression, and racial or ethnic or multiracial identity development. The discussions will give you the opportunity to reflect on your own racial or ethnic or multiracial identity in comparison with the stories presented in *Culture and Identity* text. The examination of these stories and the exploration of the story aspects that resonate with your personal experience are crucial if we are to appreciate and understand people's challenges to be who they are.

### References

Alice Walker quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/a/alicewalke625805.html>

Thomas, A., & Schwarzbaum, S. (2017). *Culture and identity: Life stories for counselors and therapists*. (3rd ed.). Los Angeles CA: Sage.

## Learning Activities

### u02s1 - Studies

## Readings

### Textbook

Use your *Culture and Identity* text to complete the following:

- Chapter 3, "Butch's Story: Who Am I?," pages 45–68.
- Chapter 4, "Betsie's Story: I am 100% Jewish," pages 69–94.
- Chapter 5, "Maribel's Story: When Are You Going to Have Kids?," pages 95–112.

### u02s1 - Learning Components

- Explore the historical or cultural and social factors that impact the development of personal identity.

### u02s2 - Unit 3 Assignment Preparation

The first assignment for your course project is due by the end of Unit 3. In this assignment, you will begin the process of analyzing your cultural competence. Refer to the Unit 3 assignment for a complete description of the assignment. Make sure to review the assignment rubric to understand completely what is expected of you.

To allow yourself sufficient time to successfully complete the assignment, you should begin your work in this unit. Make sure to contact your instructor if you have any questions or concerns.

### u02s2 - Learning Components

- Explore the historical or cultural and social factors that impact the development of personal identity.
- Analyze the congruence of personal birth characteristics and birth context.
- Analyze how education, work, and life experiences inform the development of a worldview.

### u02d1 - Racial and Ethnic Identity - Affinity Group

In Unit 1, you completed reading "Section II: Race and Ethnicity" in the *Culture and Identity* text. Select the story you most identify with and respond to the following questions:

- Which aspect of the story is closest to your own experience of racial or ethnic identity?
- Which aspect of the story is furthest away from your own experience of racial or ethnic identity?
- Each story presents an assessment section. Use your personal experience and respond to the questions in the assessment section of your selected story.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast the key aspects of their racial or ethnic identity to your own assessment of your racial and ethnic identity.

### Course Resources

Graduate Discussion Participation Scoring Guide

#### u02d1 - Learning Components

- Explore the historical or cultural and social factors that impact the development of personal identity.
- Explore factors that impact the development of cultural beliefs.

#### u02d2 - Racial and Ethnic Identity - Non-Affinity Group

Choose one of the remaining three stories from "Section II: Race and Ethnicity" in the *Culture and Identity* text. Do not select the story you used in the previous Unit 2 discussion. Each story presents a countertransference section:

- Summarize the discussion of countertransference for the selected story.
- Given your particular racial and ethnic identity, what countertransference issues must you be alert to when working with this population?

## Response Guidelines

Respond to the posts of at least two learners. What was most surprising in their consideration of countertransference?

### Course Resources

Graduate Discussion Participation Scoring Guide

#### u02d2 - Learning Components

- Discuss the impact of countertransference.

## Unit 3 >> Identity Development - Cultural Competency

### Introduction

*There is no greater education than one that is self-driven.*

**—Neil deGrasse Tyson**

This unit will explore cultural competence. According to Sue and Torino (2005):

Cultural competence is the ability to engage in actions or create conditions that maximize the optimal development of client and client systems. Multicultural counseling competence is defined as the counselor's acquisition of awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society (ability to communicate, interact, negotiate, and intervene on behalf of clients from diverse backgrounds), and on a organizational or societal level, advocating effectively to develop new theories, practices, policies, and organizational structures that are more responsive to all groups (p. 8).

In this unit's discussion, you will be assessing your cultural competence via a self-assessment instrument and comparing your score to your earlier ethnic identity assessment measurement from the Universal Ethnic Identity Scale (UEIS) taken in Unit 1. This represents your second opportunity for self-assessment. Remember, the point of self-assessment is to increase your self-awareness. Do not try to beat the test or inaccurately report the results. This will not help to increase your self-awareness. Instead, use the assessment as an opportunity to honestly evaluate your cultural knowledge, cultural awareness, cultural sensitivity, and advocacy.

You will also be working on the first part of your course project, the Unit 3 assignment, in this unit. This assignment requires you to reflect on your racial, ethnic, and cultural identity; how it was formed; and how your identity influences your interactions with others. You are given the opportunity to take three more self-assessments (Implicit Associations Test (IAT), Everyday Multicultural Competencies or Revised Scale of Ethnocultural Empathy, and the Cultural Competence Self-Assessment Tool). These self-assessments can help build your self-awareness, support your description, and analyze your own cultural competence. The assignment provides the opportunity to think critically, boost self-awareness, and drive your own education.

### References

Neil deGrasse Tyson quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/n/neildegras531087.html>

Sue, D. W., & Torino, G. C. (2005). Racial-cultural competence: Awareness, knowledge, and skills. In R. T. Carter (Ed.), *Handbook of racial-cultural psychology and counseling*, (Vol. 2, pp. 3–18.). Hoboken, NJ: John Wiley & Sons.

## Learning Activities

### u03s1 - Studies

## Readings

### Textbook

Use your *Culture and Identity* text to complete the following:

- Section III, "Immigration and Acculturation," pages 113–120.
- Chapter 6, "Vu's Story: I Am an American," pages 121–146.

### Capella Library

Use the Capella library to locate the following additional assessment for the Unit 3 assignment:

- Mallinckrodt, B., Miles, J. R., Bhaskar, T., Chery, N., Choi, G., & Sung, M. (2014). [Everyday multicultural competencies/revised scale of ethnocultural empathy](#). *PsycTests*. doi:10.1037/t28136-000

## Internet

Use the Internet to locate the the following additional assessment for the Unit 3 assignment:

- [Cultural Competence Self-Assessment Tool](#).

## Multimedia

- Complete the **Cultural Competency Assessment**.

### Course Resources

Cultural Competency Assessment

### u03s1 - Learning Components

- Describe traditions and cultural beliefs that helped develop a worldview.

### u03a1 - Identity Profile

This assignment is a reflection and analysis of your personal racial, ethnic, and cultural identity. For this assignment, you will write a paper of 4–5 pages (excluding the cover page and references list).

You are expected to complete the following:

- Describe your own race, ethnicity, cultural influences, traditions, beliefs, and values:
  - Support your description of your identity with at least three peer-reviewed journal articles published in the last 5 years that discuss racial identity development, ethnic identity development, or cultural identity development. Use the Capella Library and search for three peer-reviewed journal articles related to the identity you describe. (For example, key word search for Latino and identity model or Hispanic and cultural identity development models.)
- Identify and discuss factors that influenced how you view yourself (background, experiences, cultural traditions, parental and family relationship, education, and workplace):
  - Support your description of factors that influenced your view of self with findings from your Internet search in Unit 1.
- Consider and analyze how the two domains above have affected your interactions with others, paying particular attention to culture and diversity issues and cultural competence:
  - Support your analysis with a summary of findings from Universal Ethnic Identity Scale (UEIS) in Unit 1 and the self-assessment in Unit 3.
- Compare and contrast your analysis of Universal Ethnic Identity Scale (UEIS) and self-assessment with one of the following additional assessments:
  - Everyday Multicultural Competencies/Revised Scale of Ethnocultural Empathy.
  - Cultural Competence Self-Assessment Tool.

## Assignment Requirements

- Times New Roman, 12-point, and double-spaced.
- Include a cover page, page numbers, and a running head.
- It is acceptable to write in the first person for this assignment.
- Cite at least three sources.
- Use the current APA style and formatting, particularly for citations and references.

### Course Resources

[Cultural Competence Self-Assessment Tool](#)

[Everyday Multicultural Competencies/Revised Scale of Ethnocultural Empathy](#)

[Capella University Library](#)

[APA Style and Format](#)

## u03d1 - Cultural Competence Profile - My Self-Assessment

Consider your responses to the 34-item self-assessment you completed in the studies section of this unit and compare them with your earlier ethnic identity assessment measurement from the Universal Ethnic Identity Scale (UEIS), 18 survey questions taken in Unit 1. Summarize:

- Your understanding of your racial and ethnic identity.
- Your pride and shame in your racial and ethnic identity.
- How your racial and ethnic identity influences your cultural awareness of other groups, your cultural sensitivity to other groups, and your cultural action or advocacy for other cultural groups.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast the key aspects of their racial or ethnic identity with your own assessment of your racial and ethnic identity.

### Course Resources

Graduate Discussion Participation Scoring Guide

## u03d1 - Learning Components

- Discuss the process of developing a personal racial or ethnic identity.

## Unit 4 >> Microaggression - Racial, Ethnic, and Cultural

### Introduction

*Injustice anywhere is a threat to justice everywhere.*

**—Martin Luther King, Jr.**

This unit will begin our exploration of microaggressions. According to Sue (2010), microaggressions are the microinsults and microinvalidations experienced in everyday life by people of color, women, the LGBT community, and other oppressed groups. Microaggressions can be expressions of unintentional biases and

demeaning comments. Sue provides examples of microaggression themes and argues forcefully that the damage done by microaggression should not be underestimated. Sue contends, "Microaggressions, whether they fall into the category of microassaults, microinsults, or microinvalidations are detrimental to the well-being and standard of living for marginalized groups in our society. . . . Microaggressions are harmful to marginalized groups because they cause psychological distress and create disparities in health care, employment, and education" (p. 39).

It is the human services professional's responsibility to address inequalities wherever they occur. The National Organization for Human Services STANDARD 16 states, "Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system." In the first discussion of Unit 4, you will identify a disenfranchised racial, ethnic, religious or cultural group whose population experiences microaggressions. Your identified group will become the focus of the upcoming Unit 6 assignment. In the second discussion of Unit 4, you will review the Riverbend City scenario and practice identifying the microaggressions.

## References

Martin Luther King, Jr., quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/m/martinluth122559.html>

National Organization for Human Services. (n.d.). Ethical standards for human service professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.

## Learning Activities

### u04s1 - Studies

## Readings

### Capella Library

Use the Capella library to complete the following:

- Sue, D. W. (2010). [\*Microaggressions in everyday life: Race, gender, and sexual orientation\*](#). Hoboken, NJ: Wiley.
  - Chapter 1, "The Manifestation of Racial, Gender, and Sexual-Orientation Microaggressions," pages 1–20.
  - Chapter 2, "Taxonomy of Microaggressions," pages 21–41.
  - Chapter 3, "The Psychological Dilemmas and Dynamics of Microaggressions," pages 42–62.



- Constantine, M. G. (2007). [Racial microaggression in counseling scale](#). *PsycTests*. doi:10.1037/t30267-000

#### u04s1 - Learning Components

- Explore the concept of microaggressions.

#### u04s2 - Riverbend City: Microaggressions

Complete a Riverbend City simulation about microaggressions. Notice the microaggressions that occur. Later in this unit, you will discuss the microaggressive themes in the scenario:

- Click the **Riverbend City: Microaggressions** to complete the multimedia simulation.

#### Course Resources

Riverbend City: Microaggressions

#### u04s2 - Learning Components

- Explore the different types of microaggressions encountered by different ethnopopulations.

#### u04d1 - Identifying Your Group for Assignment

Identify a disenfranchised racial, ethnic, religious, or cultural group whose population experiences microaggressions in U.S. society. (For example, Asian, African-American, Hispanic, Muslim, disabled, LGBT, or women.) Using the Sue (2010) text as a reference, define *microaggressions* and provide examples of the type of microaggressions your selected population may encounter.

## Response Guidelines

Respond to the posts of at least two learners. Provide substantive feedback on learner's choice of population group and examples of microaggressions the population encounters.

#### Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Define microaggressions and identify examples of microaggressive behavior.

u04d2 - Riverbend City: Microaggressions

Review Riverbend City: Microaggressions and identify microaggressions that occur in the scenario. Use Chapter 2, "Taxonomy of Microaggressions," in the Sue (2010) text to discuss the microaggressive themes in the scenario. Consider the Racial Microaggression in Counseling Scale presented in the Unit 4 study.

**Self-reflection:** Provide an example from your personal experience of a microaggression you have faced or a microaggressive statement or action you have made.

Response Guidelines

Respond to the posts of at least two learners. Share if you have ever witnessed the microaggressions discussed.

Course Resources
Graduate Discussion Participation Scoring Guide
<a href="#">Riverbend City: Microaggressions</a>   Transcript

u04d2 - Learning Components

- Describe personal experiences with microaggressions.
- Identify microaggressive themes.

Unit 5 >> Microaggression - Local Context

Introduction

*It is important for all of us to appreciate where we come from and howthat history has really shaped us in ways that we might not understand.*

—**Sonia Sotomayor**

The readings and discussions in this unit explore microaggressions in detail. The readings consider racial or ethnic microaggression and its relationship to racism; gender microaggression and its relationship to sexism;

and sexual orientation microaggression and its relationship to heterosexism. The discussions will give you the opportunity to closely explore the type of microaggressions that occur in your community. In completing the study in this unit, you will actively examine your assumptions and biases. You will consider the impact of microaggressions on the disenfranchised racial, ethnic, religious, or cultural group you selected for the course project. You will reflect on your experiences as either perpetrator or target of invisible and unintentional forms of microaggressions. The National Organization for Human Services STANDARD 7 states, "Human service professionals ensure that their values or biases are not imposed upon their clients." The robust exploration of microaggressions will enhance personal and professional growth.

## References

National Organization for Human Services. (n.d.). Ethical standards for human service professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Sonia Sotomayor quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/s/soniasotom564458.html>

## Learning Activities

### u05s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Sue, D. W. (2010). [\*Microaggressions in everyday life: Race, gender, and sexual orientation\*](#). Hoboken, NJ: Wiley.
  - Chapter 7, "Racial/Ethnic Microaggressions and Racism," pages 137–159.
  - Chapter 8, "Gender Microaggressions and Sexism," pages 160–183.
  - Chapter 9, "Sexual-Orientation Microaggressions and Heterosexism," pages 184–206.

### u05s1 - Learning Components

- Explore racial or ethnic microaggression and its relationship to racism; gender microaggression and its relationship to sexism; and sexual orientation microaggression and its relationship to heterosexism.

### u05s2 - Unit 6 Assignment Preparation

The first assignment for your course project is due by the end of Unit 6. In this assignment, you will be addressing the concept of microaggressions. Refer to the Unit 6 assignment for a complete description of the assignment.

Make sure to review the assignment rubric to understand completely what is expected of you.

To allow yourself sufficient time to successfully complete the assignment, you should begin your work in this unit. Make sure to contact your instructor if you have any questions or concerns.

## u05s2 - Learning Components

- Explore racial or ethnic microaggression and its relationship to racism; gender microaggression and its relationship to sexism; and sexual orientation microaggression and its relationship to heterosexism.
- Analyze the microaggressions that a chosen population is likely to encounter in a specific community.
- Define microaggressions and identify examples of microaggressive behavior.
- Describe personal experiences with microaggressions.
- Closely explore the type of microaggressions that occur in own community.
- Identify microaggressive themes.

## u05d1 - Identifying Microaggressions in Your Local Area

A member of the racial, ethnic, or cultural population group you selected in Unit 4 discussion is relocating to your local community. Consider the experiences of your selected racial, ethnic, or cultural identity population with living in your community:

- Explore the community and find all of the everyday resources needed for this racial, ethnic, or cultural population group to make a life in your community. (For example, grocery store, doctor, place of worship, gym, library, barber, hair stylist, shopping mall, school, social club, and a newspaper that reflects the racial, ethnic, or cultural group's point of view and interests.)
- Describe the demographics of your community. Include information on the selected racial, ethnic, or cultural group's percentage within the community.
- Visit your local grocery store, pharmacy, and shopping mall. Are there products, goods, and services that readily address your racial, ethnic, or cultural group's sensibilities?
- Is this racial, ethnic, or cultural group represented in the pictorial images found in stores, billboards, and local publications? If so, do the images represent intragroup diversity (age, gender, socioeconomic status, et cetera)?
- Is this racial, ethnic, or cultural group represented in the local professional community (doctor, dentist, lawyer, judge, accountant, teacher, et cetera)?
- Is this racial, ethnic, or cultural group represented in the local business community as business owners?
- Is this racial, ethnic, or cultural group represented in the local government (city council, mayor, et cetera)? If so, does the percentage of government representation match the percentage of the population?
- If your racial, ethnic, or cultural group visited the public library, would they find a robust collection of titles dedicated to the interests of the racial, ethnic, or cultural group or written by members of this racial, ethnic, or cultural group?

Discuss your findings for your community observation. Compare and contrast your findings for your community observation with the discussions in the Sue text (2010), Chapters 7, 8, and 9.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast their community assessment with your own.

### Course Resources

#### Graduate Discussion Participation Scoring Guide

### u05d1 - Learning Components

- Analyze the microaggressions that a chosen population is likely to encounter in a specific community.
- Closely explore the type of microaggressions that occur in own community.
- Explore the community and find all of the everyday resources needed for this racial, ethnic, or cultural population group to make a life.

## Unit 6 >> Microaggression - Cultural Competency

### Introduction

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*

**—Margaret Mead**

Regardless of the branch of human service that you choose, the code of ethics will require that you demonstrate cultural awareness, sensitivity, and competence. According to Sue (2010), multicultural competence or cultural competence has been the guiding principle in practice since the 1980s. The ethical codes in the field reflect this.

The National Organization for Human Services STANDARD 11 states, "Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups."

The National Association of Social Workers code of ethics states:

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people

and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

The American Society for Public Administration code of ethics states, "**Strengthen social equity**. Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society."

The National Education Association code of ethics states, "In fulfillment of the obligation to the student, the educator. . . shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly (a) exclude any student from participation in any program, (b) deny benefits to any student, or (c) grant any advantage to any student."

In this unit, you will be assessing your cultural competence via completion of four self-assessments. You will identify your strengths and areas you need to improve based on scores from one of the four assessments offered in the Unit 6 study. Be mindful of the ethical codes cited above and earnestly assess your cultural competence.

You will also be working on the second part of your course project in this unit, the Unit 6 assignment. This assignment requires you to define, identify, and analyze microaggressions your selected disenfranchised racial, ethnic, religious, or cultural group may encounter. You will also evaluate your personal experience with both giving and receiving microaggressions in this assignment.

## References

American Society for Public Administration. (n.d.). Code of ethics. Retrieved from <https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=fefba3e2-a9dc-4fc8-a686-3446513a4533>

Margaret Mead quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/m/margaretme100502.html>

National Association of Social Workers. (n.d.). Code of ethics of the National Association of Social Workers. Retrieved from <http://www.socialworkers.org/pubs/Code/code.asp>

National Education Association. (n.d.). Code of ethics of the education profession. Retrieved from <http://www.nea.org/assets/docs/2013-NEA-Handbook-Code-of-Ethics.pdf>

National Organization for Human Services. (n.d.). Ethical standards for human service professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

## Learning Activities

### u06s1 - Studies

# Readings

## Textbook

Use your *Culture and Identity* text to complete the following:

- Chapter 7, "Esteban's Story: Still Uprooted," pages 147–166.
- Chapter 8, "Maria Luz's Story: Here We Are Not Free," pages 167–184.
- Chapter 9, "Teresa's Story: I Didn't Want to Go to Church on Sunday," pages 185–202.

## Capella Library

Use the Capella library to locate and take the following scale:

- Wei, M., Chao, R. C., Tsai, P., & Botello-Zamarron, R. (2012). [Concerns about counseling racial minority clients scale](#). *Psyc-tests*. doi:10.1037/t08547-000

# Internet Resources

Use the Internet to access and complete the following:

- [Promoting Cultural and Linguistic Competency Self-Assessment Checklist for Personnel Providing Primary Health Care Services](#).
- [Promoting Cultural and Linguistic Competency Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings](#).

# Multimedia

- Click the **Clinicians' Multicultural Practices in Psychotherapy Scale** to view the media presentation.

## Course Resources

Clinicians' Multicultural Practices in Psychotherapy Scale

## u06a1 - Microaggression

This assignment presents a summary of your identified racial, ethnic, or cultural group and the microaggressions they face in society. For this assignment, you will write a paper of 4–5 pages (excluding the cover page and references list).

For this assignment, complete the following:

- Describe the disenfranchised racial, ethnic, religious, or cultural group you selected in Unit 4 discussion:
  - Support your description of the disenfranchised racial, ethnic, religious, or cultural group with at least two peer-reviewed journal articles published in the last 5 years.
  - Discuss demographic factors, cultural orientation, and worldview.
  - Use the Capella Library and search for two peer-reviewed journal articles related to the disenfranchised racial, ethnic, religious, or cultural group.
- Define microaggressions:
  - Support your definition of microaggressions with scholarly publications.
- Discuss and analyze microaggressions that the disenfranchised racial, ethnic, religious, or cultural group may encounter:
  - Support your discussion of microaggressions experienced by the disenfranchised racial, ethnic, religious, or cultural group with findings from your Unit 5 discussion.
  - Support your analysis of microaggressions with two peer-reviewed journal articles published in the last 5 years.
  - Use the Capella Library and search for two peer-reviewed journal articles related to microaggressions.
- Design three strategies or therapeutic interventions to counter the identified microaggressions:
  - Support your strategies or therapeutic interventions with at least one scholarly reference.
- Evaluate your personal experience with both giving and receiving microaggressions:
  - Identify and discuss one experience where you were the recipient of a microaggression.
  - Identify and discuss one experience where you expressed a microaggression to another person.
  - Evaluate the cultural competence that was lacking in these experiences. Support your evaluation of cultural competence with at least one scholarly reference.

## Assignment Requirements

- Times New Roman, 12-point, and double-spaced.
- Include a cover page, page numbers, and a running head.
- It is acceptable to write in the first person for this assignment.
- Cite at least six sources.
- Use current APA style and formatting, particularly for citations and references.

### Course Resources

[Capella University Library](#)

[Capella Writing Center](#)

[APA Style and Format](#)



## u06d1 - Cultural Competence Profile - My Practice Skills

Select one of the four self-assessments of cultural competence that you completed in the Unit 6 study, identify three strengths you believe you possess, and identify three areas you need to improve.

Select one of the stories from Thomas and Schwarzbaum (2017), "Section III: Immigration and Acculturation," and discuss how your identified strengths and areas of needed improvement would impact therapeutic work with this person.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast the identified strengths and areas in need of improvement with your own.

### Course Resources

Graduate Discussion Participation Scoring Guide

### u06d1 - Learning Components

- Identify personal development needed to improve cultural competence.

## Unit 7 >> Human Service Professional Cultural Identity and Worker Skills

### Introduction

*Here are the values that I stand for: honesty, equality, kindness, compassion, treating people the way you want to be treated, and helping those in need. To me, those are traditional values.*

**—Ellen DeGeneres**

The readings and discussions in this unit continue to investigate identity development. The readings present personal narratives and experiences related to social class, religion, and sexual orientation. The discussions will give you the opportunity to examine your competence based on results of two self-assessments (Lesbian, Gay, and Bisexual Working Alliance Self-Efficacy Scales and the Multicultural Competence Toward Arab Americans). This unit is reflective of the scholar-practitioner model where you will gain information from scholarly reading and then apply it to your own practice skills.

Ellen DeGeneres quotes. (n.d.). Retrieved from  
<https://www.brainyquote.com/quotes/quotes/e/ellendegen451768.html>

## Learning Activities

### u07s1 - Studies

## Readings

### Textbook

Use your *Culture and Identity* text to complete the following:

- Section IV, "Social Class," pages 203–206.
- Chapter 12, "Katie's Story: Catholic and Jewish? How Can it Be?," pages 243–266.
- Chapter 13, "Malia's Story: Am I American," pages 267–283.
- Section VI, "Sexual Orientation," pages 331–336.
- Chapter 16, "Karen's Story: Midlife Growing Pains," pages 337–356.

### Capella Library

Use the Capella library to locate and take the following assessment:

- Burkard, A. W., Pruitt, N. T., Medler, B. R., & Stark-Booth, A. M. (2009). [Lesbian, gay and bisexual working alliance self-efficacy scales](#). *PsycTests*. doi:10.1037/t00319-000

Use the Capella library to read the following article:

- Khoury, D., & Manuel, J. I. (2016). [Development and validation of a measurement of multicultural competence toward Arab Americans](#). *Best Practices in Mental Health*, 12(1), 43–60. Retrieved from <http://library.capella.edu/login?url=https://search-proquest-com.library.capella.edu/docview/1765999740?accountid=27965>

## Internet Resources

Use the Internet to complete the following:

- Navigate to the following site: [Project Implicit](#). Once on the site, click the link in the **Social Attitudes** box and the **Preliminary Information** page appears. This page explains that this is an ongoing research project being conducted at Harvard University. Click the link **I wish to proceed** and when you are taken to the next page, select **Arab-Muslim IAT**. This will give you access to the survey.

## u07s1 - Learning Components

- Review personal narratives and experiences related to social class, religion, and sexual orientation.

### u07d1 - Skill Assessment

Discuss your experiences taking the the Lesbian, Gay, and Bisexual Working Alliance Self-Efficacy Scale and the Arab-Muslim IAT:

- What strengths and weaknesses are revealed in the scale and assessment?
- Revisit your response to the Unit 1 discussion question "How does your identity align with the Thomas and Schwarzbaum discussion of oppression? Explain how your identity and experiences with oppression are connected to your scores on the scale and assessment.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast your results from the scale and assessment with other learners.

### Course Resources

Graduate Discussion Participation Scoring Guide

[Project Implicit](#)

[Lesbian, Gay, and Bisexual Working Alliance Self-Efficacy Scales](#)

## u07d1 - Learning Components

- Compare and contrast results of a standardized implicit attitude test to self-assessment supported cultural identity theory.
- Explain how identity and personal experiences with oppression impact cultural competence.

### u07d2 - Cultural Awareness - Techniques and Interventions

Sue (2010) states, "Do not invalidate the experiential realities of diverse groups in our society. Be aware that privilege and power oftentimes make it difficult to see the perspectives of those who experience discrimination and prejudice in their day-to-day lives" (p. 60).

Consider Thomas and Schwarzbaum (2017) discussion of "Techniques and Interventions" and "Countertransference" in Chapters 13 and 16. Given Sue's directive, what technique or intervention might you adopt in practice with a Muslim client or community and LGBT client or community? What countertransference issues may you confront in yourself?

## Response Guidelines

Respond to the posts of at least two learners. Suggest some other techniques or interventions to consider based on Thomas and Schwarzbaum.

### References

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.

Thomas, A., & Schwarzbaum, S. (2017). *Culture and identity: Life stories for counselors and therapists*. (3rd ed.). Los Angeles CA: Sage.

Course Resources
Graduate Discussion Participation Scoring Guide

### u07d2 - Learning Components

- Identify techniques for professional practice appropriate for specific populations.

## Unit 8 >> Stereotype Threat

### Introduction

*It is impossible to struggle for civil rights, equal rights for blacks, without including whites. Because equal rights, fair play, justice, are all like the air: we all have it, or none of us has it. That is the truth of it.*

—**Maya Angelou**

The readings and discussions in this unit consider stereotype threat. The concept of stereotype threat may be new to you. Steele in *Whistling Vivaldi* defines *stereotype threat* and traces the development of the concept through research with multiple diverse groups (such as women, African-Americans, white men, Latinx Americans, and schoolchildren) and across multiple performance areas (for example, math, IQ test, sports, language usage, and memory performance). Steele (2010) states:

The aim of this book is not to show that stereotype threat is so powerful and persistent that it can't be overcome. Quite the contrary. Its goal is to show how, as an unrecognized factor in our lives, it can

contribute to some of our most vexing personal and societal problems, but that doing quite feasible things to reduce this threat can lead to dramatic improvements in these problems. (p. 11)

In the first discussion of Unit 8, you will summarize Steele's findings and definition of *stereotype threat*. In the second discussion of Unit 8, you will search for an article related to stereotype threat. The readings will demonstrate how stereotype threat is not just a problem for oppressed groups; it is a problem for all groups.

## References

Maya Angelou quotes. (n.d.). Retrieved from <https://www.brainyquote.com/quotes/quotes/m/mayaangelo634496.html>

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: W. W. Norton & Co.

## Learning Activities

### u08s1 - Studies

## Readings

### Textbook

Use your *Whistling Vivaldi* text to complete the following:

- Chapter 1, "An Introduction: At the Root of Identity," pages 1–16.
- Chapter 3, "Stereotype Threat Comes to Light, and in More Than One Group," pages 44–63.
- Chapter 5, "The Many Experiences of Stereotype Threat," pages 85–98.
- Chapter 6, "Identify Threat and the Efforting Life," pages 99–113.

## Research

Use the Capella library to complete the following:

- Search the [Capella University Library](#) to locate and read two peer-reviewed journal articles that address stereotype threat. You will summarize the articles in this unit's second discussion.

### u08d1 - Stereotype Threat Definition

Steele (2010) reports that stereotype threat affects many types of identity groups across multiple performance areas:

The effect has been observed in women, African Americans, white males, Latino Americans, third-grade American school girls, Asian-American students, European males aspiring to be clinical psychologists (under the threat of negative stereotypes about men's ability to understand feelings), French college students, German grade school girls, U.S. soldiers on army bases in Italy, women business school students, white and black athletes, older Americans, and so on. It has been shown to affect many performances: math, verbal, analytic, and IQ test performance, golf putting, reaction time performance, language usage aggressiveness in negotiations, memory performance, the height of athletic jumping, and so on (pp. 97–98).

Define *stereotype threat*. Use the Steele (2010) text and summarize one group's experience with stereotype threat. (For example, African-Americans, whites, Asians, women, older persons, or lower socioeconomic class.)

## Response Guidelines

Respond to the posts of at least two learners. Compare understandings of how stereotype threat applies to population groups.

### Reference

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: W. W. Norton & Co.

### Course Resources

Graduate Discussion Participation Scoring Guide

### u08d1 - Learning Components

- Describe the experience of oppression on an identified population with stereotype threat.

### u08d2 - Stereotype Threat Articles

According to Steele (2010), there have been over 15 years of research in the area of stereotype threat. The Capella library holds over 44,000 entries with *stereotype threat* in the title. Refer to the journal articles you located in the Unit 8 study. Summarize the articles' discussion of stereotype threat:

- Describe the population that is experiencing stereotype threat.

- Discuss the performance area of the stereotype threat (math, verbal, analytic, and IQ test performance, language, sports, and so on).
- Summarize viewpoints or findings of the author (or authors) regarding stereotype threat.
  - Discuss any personal experience of stereotype threat you may have in this performance area.
- Indicate whether you believe the disenfranchised racial, ethnic, religious, or cultural group you identified for your course project has ever experienced stereotype threat in this performance area.

## Response Guidelines

Respond to the posts of at least two learners. Compare and contrast findings on the impact of stereotype threat.

### Reference

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: W. W. Norton & Co.

### Course Resources

Graduate Discussion Participation Scoring Guide

### u08d2 - Learning Components

- Review academic research pertaining to stereotype threat.
- Explore methods for addressing stereotype threats.

## Unit 9 >> Professional Development - Identity, Microaggression, Stereotype Threat, and Competence

### Introduction

*I speak not for myself but for those without voice . . . those who have fought for their rights . . . their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated.*

**—Malala Yousafzai**

As human services professionals acquire advanced educational degrees and specialized work experiences, there will likely be more opportunities for management and advanced leadership opportunities in organizations. To take advantage of these opportunities, human services professionals must be well versed in the theories, techniques, and practices of the field. As a human service professional, you will be required to participate in ongoing training and continuing education. Codes of ethics directly address the requirement for continuing education.

The National Organization for Human Services STANDARD 26 states, "Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population with whom they work." STANDARD 36 states, "Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively."

The National Association of Social Workers code of ethics states:

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

The American Society for Public Administration code of ethics states, "**Advance Professional Excellence:** Strengthen personal capabilities to act competently and ethically and encourage the professional development of others."

The National Education Association code of ethics states, "In fulfillment of the obligation to the profession, the educator . . . shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute."

The American Nurses Association encourages to do the following: "Maintain competence through continued personal and professional development."

The discussions will give you the opportunity to locate a continuing education training related to diversity or cultural competence and to recommend a reading to a colleague. The readings in this unit will cover microaggressions in the workplace, education, and practice field.

## References

American Nurses Association. (n.d.). Code of ethics: An overview. Retrieved from <https://learn.ana-nursingknowledge.org/products/Code-of-Ethics-An-Overview>

American Society for Public Administration. (n.d.). Code of ethics. Retrieved from <https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=fefba3e2-a9dc-4fc8-a686-3446513a4533>

National Association of Social Workers. (n.d.). Code of ethics of the National Association of Social Workers. Retrieved from <http://www.socialworkers.org/pubs/Code/code.asp>

National Education Association. (n.d.). Code of ethics of the education profession. Retrieved from <http://www.nea.org/assets/docs/2013-NEA-Handbook-Code-of-Ethics.pdf>



## Learning Activities

### u09s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Sue, D. W. (2010). [\*Microaggressions in everyday life: Race, gender, and sexual orientation\*](#). Hoboken, NJ: Wiley.
  - Chapter 10, "Microaggressive Impact in the Workplace and Employment," pages 209–230.
  - Chapter 11, "Microaggressive Impact on Education and Teaching: Facilitating Difficult Dialogues on Race in the Classroom," pages 231–254.
  - Chapter 12, "Microaggressive Impact on Mental Health Practice," pages 255–280.

## Internet Resources Research

Use the Internet to access the following:

Search the websites of professional associations or organizations that offer membership to human services professionals (National Organization for Human Services, National Association of Social Workers, American Nurses Association, American Counseling Association, American Association of Marriage and Family Therapists, American Mental Health Counselors Association, American School Counselor Association, American Psychological Association, Association for Healthcare Administrative Professionals, National Education Association, American Correctional Association, American Society for Public Administration, Association of Fundraising Professionals, et cetera).

Identify an online or in-person training, workshop, seminar, or conference on diversity or cultural competence scheduled within the next 12 months that you may be interested in attending.

### u09s1 - Learning Components

- Explore microaggressive impact on different work settings.

### u09s2 - Unit 10 Assignment Preparation

The final assignment for your course project is due by the end of Unit 10. In this assignment, you will summarize the work you did in your first two project assignments, describe what you have discovered through the process of analyzing your cultural competence, and address the topic of stereotype threat. Refer to the Unit 10 assignment for a complete description of the assignment. Make sure to review the assignment rubric in order to understand completely what is expected of you.

To allow yourself sufficient time to successfully complete the assignment, you should begin your work in this unit. Make sure to contact your instructor if you have any questions or concerns.

### **u09d1 - Cultural Competence and Professional Training**

Identify the training, workshop, seminar, or conference on diversity or cultural competence you selected for the Unit 9 study (name of association, title of training, dates of training, location, cost, et cetera).

Describe to your course room colleagues why this would be a worthwhile training to attend (learning opportunities, CEU credits available, networking opportunities, speakers, et cetera). Relate your comments to Sue (2010), Chapters 10–12.

## **Response Guidelines**

Identify and respond to at least two learners who have posted trainings, workshops, seminars, or conferences of interest to you.

#### Course Resources

#### Graduate Discussion Participation Scoring Guide

### **u09d1 - Learning Components**

- Explore opportunities for professional development.
- Describe professional development activities designed to improve cultural competence.

### **u09d2 - Reading Recommendations**

Identify one of the stories from the *Culture and Identity* text that was not assigned reading for HMSV5334 this quarter. Summarize the story and what you learned and convince your course room colleagues why it is worthwhile to read.

## Response Guidelines

Identify and respond to at least two learners who have posted stories from the *Culture and Identity* text of interest to you.

Course Resources
Graduate Discussion Participation Scoring Guide

u09d2 - Learning Components

- Identify techniques for professional practice appropriate for specific populations.

## Unit 10 >> Cultural Competency - The Way Forward

### Introduction

*You must be the change you wish to see in the world.*

**—Mahatma Gandhi**

During this course, you have focused on issues of racial, ethnic, cultural, religious, and sexual orientation identity; everyday microaggressions encountered by populations, stereotype threat experienced by groups, and cultural competence. You have taken several self-assessments. The final discussion requests you to identify actions you will take to use your assessed skills based on results from self-assessments and identify actions you will take to improve your areas of cultural competence weakness. These actions can be added to your Capella Identity Profile.

You will be completing your course project in the unit assignment. In the final assignment, you will compile knowledge of your own racial, ethnic, and cultural identity (from the Unit 3 assignment) and compile knowledge of your selected disenfranchised racial, ethnic, religious, or cultural group (from the Unit 3 assignment). You will also compare and contrast the stereotype threat experienced by your own racial, ethnic, and cultural identity to the stereotype threat experienced by your selected disenfranchised racial, ethnic, religious, or cultural group. Given your racial, ethnic, and cultural identity, you will develop a culturally competent response to stereotype threat for your selected disenfranchised racial, ethnic, religious, or cultural group.

## Learning Activities

### u10s1 - Studies

## Readings

### Textbook

Use your *Whistling Vivaldi* text to complete the following:

- Chapter 7, "The Mind on Stereotype Threat: Placing and Overloaded," pages 114–133.
- Chapter 8, "The Strength of Stereotype Threat: The Role of Cues," pages 134–151.
- Chapter 9, "Reducing Identity and Stereotype Threat: A New Rope," pages 152–190.

### u10s1 - Learning Components

- Explore microaggressive impact on different work settings.

### u10a1 - Stereotype Threats

For this assignment, you will write a paper of 5–6 pages (excluding the cover page and references list) that compiles the content from your first two assignments and includes a final section that addresses the topic of stereotype threat.

You will be expected to complete the following:

- Compile knowledge of your own racial, ethnic, and cultural identity:
  - Summarize your own race, ethnicity, cultural influences, traditions, beliefs, and values.
  - Align description of your racial, ethnic, and cultural identity with the racial and cultural identity theory and support this discussion with two scholarly references.
  - Compare and contrast your findings from taking various cultural competency assessment scales and tools. Refer to the scales and tools and summarize your current level of cultural competence.
- Compile knowledge of your selected disenfranchised racial, ethnic, religious, or cultural group:
  - Summarize your understanding of microaggressions faced by the disenfranchised racial, ethnic, religious, or cultural group.
  - Align your description of microaggression encountered by the disenfranchised racial, ethnic, religious, or cultural group with at least two scholarly references.

- Summarize three strategies or therapeutic interventions to counter the identified microaggressions and support discussion with two scholarly references.
- Identify the type of stereotype threat your own racial, ethnic, or cultural group might face. Support discussion with at least one scholarly reference.
  - Compare and contrast the stereotype threat of the two groups referred to above.
  - Given your racial, ethnic, or cultural identity, develop a culturally competent response to stereotype threat for your chosen disenfranchised racial, ethnic, religious, or cultural group. Consider issues of countertransference, cultural sensitivity, imbalance of power between client and worker, and so on.
    - Note assumptions may your client make about you.
    - Identify a culturally competent response.
    - Support your discussion of cultural competence with at least two scholarly references.

## Assignment Requirements

- Include a cover page, page numbers, and a running head.
- It is acceptable to write in the first person for this assignment.
- Cite at least 10 sources.
- Use current APA style and formatting, particularly for citations and references.

### Course Resources

[Capella Writing Center](#)

[Capella University Library](#)

[APA Style and Format](#)

## u10d1 - Cultural Competence Profile - My Strengths and Weaknesses

The course content has covered issues of racial, ethnic, cultural, religious, and sexual orientation identity; everyday microaggressions encountered by populations; stereotyped threat experienced by groups; and cultural competence. You have been presented with eleven self-assessment opportunities. Identify the scale or assessment that demonstrated your strongest skill abilities, and identify the scale or assessment that demonstrated the area where your skills need improvement.

- Identify two actions you will take to use your assessed skills to be an ally for oppressed groups or advocate for cultural competence.
- Identify two actions you will take to improve your areas of cultural competence weakness.

# Response Guidelines

Respond to the posts of at least two learners. Consider the similarities and differences in how you will apply the concepts.

## Course Resources

Graduate Discussion Participation Scoring Guide

### u10d1 - Learning Components

- Explore opportunities for professional development.
- Assess personal multicultural competence.