

Syllabus

Course Overview

This course addresses diversity and difference, power and privilege, and oppression, as they relate to social work practice. Throughout the course, you will become knowledgeable of your biases toward race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability; how those biases contribute to discrimination and oppression, and the ethics of culturally competent best practice. In addition, you will reflect on personal values, beliefs, and behaviors that may limit your ability to practice effective social work with people of diverse backgrounds. Through the use of technology, you then engage in strategy and leadership best practices for dealing with biases in social work practice.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in live synchronous sessions.

Webinars

To help you get started successfully in your program, your instructor is holding an introductory webinar during the first week of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the [Adobe Connect](#) technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Introductory Webinar and Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and assignment papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up-to-date on the Announcements and Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to attend synchronous (live) and asynchronous (recorded) meetings via Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@capella.edu to request accommodations.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Practice Behaviors, and Learning Outcomes

Note: EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

Educational Policy and Accreditation Standards Competency and Expected Learning Outcomes

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
<p>Competency 1</p> <p>Demonstrate Ethical and Professional Behavior</p>	<p>C1.SP.B</p> <p>Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.</p>	<p>u03a1: Collaborative Presentation Materials</p> <p>Learners will be assigned to construct a presentation on a selected cultural group. Each learner working on the presentation will research and contribute specific slides that analyze issues of power, privilege, and oppression as they pertain to the chosen group, as well as strategies and approaches for practice when working with these issues. This assignment asks learners to submit for an individual grade those slides that will be included in the collaborative presentation.</p> <p>This competency will be measured by the following grading criterion:</p> <p>3. Discuss challenges that may arise from clients' cultures and from differences among people and cultural groups.</p> <p>u10a1: Cultural Awareness and Competence</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		<p>In their final projects for this class, learners will combine their topic choices and justifications with their critiques of culturally relevant research. Learners will integrate these sections with their growing understanding of their chosen populations and how best to work with the populations in social work practice. Learners' papers should integrate concepts, theories, and research about their cultural groups as well as evaluate their own cultural competencies in working with their chosen groups. Additionally, learners need to develop plans to increase their cultural awareness and improve their professional interactions with culturally diverse groups.</p> <p>This competency will be measured by the following grading criterion:</p> <p>11. Articulate and provide leadership in the application of the core values and ethical standards of the social work profession.</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
<p>Competency 1</p> <p>Demonstrate Ethical and Professional Behavior</p>	<p>C1.SP.C</p> <p>Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.</p>	<p>u03a1: Collaborative Presentation Materials</p> <p>Learners will be assigned to construct a presentation on a selected cultural group. Each learner working on the presentation will research and contribute specific slides that analyze issues of power, privilege, and oppression as they pertain to the chosen group, as well as strategies and approaches for practice when working with these issues. This assignment asks learners to submit for an individual grade those slides that will be included in the collaborative presentation.</p> <p>This competency will be measured by the following grading criterion:</p> <ol style="list-style-type: none"> 1. Create slides that address chosen theme(s) related to culturally relevant practice. <p>u10a1: Cultural Awareness and Competence</p> <p>In their final projects for this class, learners will combine their topic</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		<p>choices and justifications with their critiques of culturally relevant research. Learners will integrate these sections with their growing understanding of their chosen populations and how best to work with the populations in social work practice. Learners' papers should integrate concepts, theories, and research about their cultural groups as well as evaluate their own cultural competencies in working with their chosen groups. Additionally, learners need to develop plans to increase their cultural awareness and improve their professional interactions with culturally diverse groups.</p> <p>This competency will be measured by the following grading criterion:</p> <p>8. Integrate the ethical and effective use of technology at all levels of advanced generalist social work practice that identifies best social work practices for working with</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		this population.
<p>Competency 2</p> <p>Engage Diversity and Difference in Practice.</p>	<p>C2.SP.A</p> <p>Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities.</p>	<p>u02a1: Population Selection</p> <p>This is the first component of the course project. In this assignment, learners will select cultural groups that they are not part of and that they currently or will likely interact with in their social work practices. Learners will begin by simply describing their chosen populations and justifying their choices. In addition, they will discuss and reflect on their own cultural competencies.</p> <p>This competency will be measured by the following grading criterion:</p> <p>5. Analyze differentiation in diversity for the selected population.</p> <p>u03a1: Collaborative Presentation Materials</p> <p>Learners will be assigned to construct a presentation on a selected cultural group. Each learner working on the presentation will research and contribute specific slides that analyze issues of power,</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		<p>privilege, and oppression as they pertain to the chosen group, as well as strategies and approaches for practice when working with these issues. This assignment asks learners to submit for an individual grade those slides that will be included in the collaborative presentation.</p> <p>This competency will be measured by the following grading criteria:</p> <ul style="list-style-type: none"> 2. Discuss theory applicable to the selected group. 4. Discuss techniques and best practices applicable to the selected group. <p>u06a1: Culturally Relevant Research Approaches</p> <p>The purpose of the assignment is to evaluate the differences between traditional research and research approaches that take culture into consideration. What is different between these two approaches and how might it impact the promotion of social justice? Learners will examine three research articles of</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		<p>their choice featuring the cultural groups they have selected. Learners will then evaluate the methods of research conducted for their levels of cultural competence. To ensure that these are scholarly research papers, learners will explore research-based articles and books found by searching through the Capella library databases, pertaining to issues of culture in research and culturally relevant research. This assignment will become the second component of their final projects.</p> <p>This competency will be measured by the following grading criteria:</p> <ol style="list-style-type: none"> 1. Analyze the elements of culturally relevant research in social work. 2. Analyze and describe the elements of traditional research in social work.
<p>Competency 3</p> <p>Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>C3.SP.A</p> <p>Apply leadership skills, decision making and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources and supports to achieve goals and foster positive change.</p>	<p>u06a1: Culturally Relevant Research</p> <p>The purpose of the assignment is to evaluate the differences between</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		<p>traditional research and research approaches that take culture into consideration. What is different between these two approaches and how might it impact the promotion of social justice? Learners will examine three research articles of their choice featuring the cultural groups they have selected. Learners will then evaluate the methods of research conducted for their levels of cultural competence. To ensure that these are scholarly research papers, learners will explore research-based articles and books found by searching through the Capella library databases, pertaining to issues of culture in research and culturally relevant research. This assignment will become the second component of their final projects.</p> <p>This competency will be measured by the following grading criterion:</p> <p>5. Identify how to engage in collaborative practice to advocate for appropriate services.</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		<p>u10a1: Cultural Awareness and Competence</p> <p>In their final projects for this class, learners will combine their topic choices and justifications with their critiques of culturally relevant research. Learners will integrate these sections with their growing understanding of their chosen populations and how best to work with the populations in social work practice. Learners' papers should integrate concepts, theories, and research about their cultural groups as well as evaluate their own cultural competencies in working with their chosen groups. Additionally, learners need to develop plans to increase their cultural awareness and improve their professional interactions with culturally diverse groups.</p> <p>This competency will be measured by the following grading criteria:</p> <p>10. Create an action plan for increasing knowledge of cultural diversity and</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practice	Educational Policy and Accreditation Standards and Specialized Practice Alignment to Assignment
		application to practice.

Unit Assignments and Alignment to Competencies/Practice Behaviors

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in ten areas. Specific core competencies are accomplished through course objectives stated in terms of underlying practice behaviors comprised by the competency standard. This course contributes to learners' mastery of the following specific core competencies through the respective practice behaviors and assignments:

Assignments/Learning Activity Weights

Activity		Alignment to Competency / EPAs / Specialized Practices
1. Discussion Participation		Not Applicable
2. Unit Activities		
u03a1: Collaborative Presentation Materials Learners will be assigned to construct a presentation on a selected cultural group. Each learner working on the presentation will research and contribute specific slides that analyze issues of power, privilege, and oppression as they pertain to the chosen group, as well as strategies and approaches for practice when working with these issues. This assignment asks learners to submit for an individual grade those slides that will be included in the collaborative presentation.		C1.SP.B, C1.SP.C, C2.SP.A.
3. Cultural Awareness and Competence Project Components		
u02a1: Population Selection This is the first component of the course project. In this assignment, learners will select cultural groups that they are not part of and that they currently or will likely interact with in their social work practices. Learners will begin by simply describing their chosen populations and justifying their choices. In addition, they will discuss and reflect on their own cultural competencies.		C2.SP.A.

Activity	Grading Weight	Alignment to Competency / EPAs / Specialized Practices
<p>u06a1: Culturally Relevant Research Approaches</p> <p>The purpose of the assignment is to evaluate the differences between traditional research and research approaches that take culture into consideration. What is different between these two approaches and how might it impact the promotion of social justice? Learners will examine three research articles of their choice featuring the cultural groups they have selected. Learners will then evaluate the methods of research conducted for their levels of cultural competence. To ensure that these are scholarly research papers, learners will explore research-based articles and books found by searching through the Capella library databases, pertaining to issues of culture in research and culturally relevant research. This assignment will become the second component of their final projects.</p>		C2.SP.A, C3.SP.A.
<p>u10a1: Cultural Awareness and Competence</p> <p>In their final projects for this class, learners will combine their topic choices and justifications with their critiques of culturally relevant research. Learners will integrate these sections with their growing understanding of their chosen populations and how best to work with the populations in social work practice. Learners' papers should integrate concepts, theories, and research about their cultural groups as well as evaluate their own cultural competencies in working with their chosen groups. Additionally, learners need to develop plans to increase their cultural awareness and improve their professional interactions with culturally diverse groups.</p>		C1.SP.B, C1.SP.C, C3.SP.A.
Total:		

Course Competencies

(Read Only)

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

- 1 Apply ethical principles and standards integrating leadership skills. (C1.SP.B)
- 2 Apply technology in an ethical and effective manner with clients. (C1.SP.C)
- 3 Apply techniques and technologies related to a culturally competent practice with diverse clients. (C2.SP.A)
- 4 Apply leadership skills and technology to advocate for appropriate services, resources, and supports to achieve goals and foster positive change. (C3.SP.A)
- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisites: SWK5007, completion of or concurrent registration in SWK5008. Prerequisites do not apply to MSW - Advanced Standing learners. Cannot be fulfilled by transfer.

Syllabus >> Course Materials**Required**

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

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping.

Book

Appleby, G. A., Colon, E. A., & Hamilton, J. (2011). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780205787296.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Adobe Connect Activities:

Headset with microphone

Broadband Internet connection

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.

- Azulai, A. (2014). [Ageism and future cohorts of elderly: Implications for social work](#). *Journal of Social Work Values and Ethics*, 11(2), 2–12.
- Constantine, M. G. (2007). [Racial microaggressions against African American clients in cross-racial counseling relationships](#). *Journal of Counseling Psychology*, 54(1), 1–16.
- Croff, R. L., Rieckmann, T. R., & Spence, J. D. (2014). [Provider and state perspectives on implementing cultural-based models of care for American Indian and Alaska native patients with substance use disorders](#). *The Journal of Behavioral Health Services & Research*, 41(1), 64–79.
- Ellison, C. G., Musick, M. A., & Henderson, A. K. (2008). [Balm in Gilead: Racism, religious involvement, and psychological distress among African-American adults](#). *Journal for the Scientific Study of Religion*, 47(2), 291–309.
- Henderson, Z., Acquaye-Doyle, L. A., Waites, S., & Howard, T. (2016). [Putting principles into practice: Addressing historical trauma, mistrust, and apprehension in research methods courses](#). *Journal of Social Work Education*, 52(1), 69–78.
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). [Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients](#). *Journal of Counseling & Development*, 92(2), 148–153.
- Herring, C., & Henderson, L. (2011). [From affirmative action to diversity: Toward a critical diversity perspective \[PDF\]](#). *Critical Sociology*, 38(5), 629–643. doi:10.1177/0896920511402701
- Hester, R. J. (2012). [The promise and paradox of cultural competence](#). *HEC Forum*, 24(4), 279–291. doi:10.1007/s10730-012-9200-2
- Israel, T., Gorcheva, R., Walther, W. A., Sulzner, J. M., & Cohen, J. (2008). [Therapists' helpful and unhelpful situations with LGBT clients: An exploratory study](#). *Professional Psychology: Research and Practice*, 39(3), 361–368.
- Laws, T., & Chilton, J. A. (2013). [Ethics, cultural competence, and the changing face of America](#). *Pastoral Psychology*, 62(2), 175–188. doi:10.1007/s11089-012-0428-1.
- Montalvo, F. F. (2009). [Ethnoracial gap in clinical practice with Latinos](#). *Clinical Social Work Journal*, 37(4), 277–286.
- Rangel, D. E., & Valdez, C. R. (2017). [A culturally sensitive approach to large-scale prevention studies: A case study of a randomized controlled trial with low-income Latino communities](#). *Journal of Primary Prevention*, 38(6), 627–645.
- Weisman, A., Feldman, G., Gruman, C., Rosenberg, R., Chamorro, R., & Belozersky, I. (2005). [Improving mental health services for Latino and Asian immigrant elders](#). *Professional Psychology: Research and Practice*, 36(6), 642–648.

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.

- AETC-NMC. (n.d.). [Case study adapted from addressing HIV care and Asian American model \[PDF\]](#). Available from <http://aetcnmc.org/>
- National Association of Social Workers. (2015). [Standards and indicators for cultural competence in social work practice \[PDF\]](#). Available from <https://www.socialworkers.org/>
- National Association of Social Workers. (n.d.). Retrieved from <https://socialworkers.org>
- Social Work Education Assessment Project. (n.d.). [Pre-test curriculum assessment](#). Retrieved from <https://www.sweapinstruments.org/secure/router.php?ID=CUMN00455250314E4B4E4D55432E2E3130304E4D5543>

Suggested

Optional

Projects

Project >> Cultural Awareness and Competence

Project Overview

Throughout the course, you will examine a cultural group of which you are not a part and you will explore the historical and contemporary precursors of social discrimination for this population. As you research your chosen population, you will apply your knowledge from the course, including theories, methods, and the influence of culture on attitudes, values, perceptions, human behavior, and interpersonal relations, to create an analytical research paper. You will also evaluate your own cultural competence and develop an action plan to increase your cultural awareness and improve your professional interactions with culturally diverse groups.

This course project consists of three components. These components, detailed below are due in Units 2, 6, and 10:

- Unit 2: Population Selection.
- Unit 6: Culturally Relevant Research.
- Unit 10: Cultural Awareness and Competence.

Project-Related Assignments

Unit 2: Population Selection

The Population Selection assignment, due in Unit 2, is the first part of your course project. In this assignment, you will select a cultural group of which you are not a part and will likely serve in your social work practice. You will begin by simply describing your chosen population and justifying your choice. In addition, you will discuss and reflect on your own cultural competence.

Unit 6: Culturally Relevant Research Approaches

The Culturally Relevant Research Approaches assignment, due in Unit 6, is the second part of your course project. In this assignment, you will evaluate the differences between traditional research and research approaches that take culture into consideration. What is different between these two approaches and how might it impact the promotion of social justice? You will examine three research articles of your choice featuring the cultural group you have selected. You will then evaluate the method of research conducted for its level of cultural competence.

Unit 10: Cultural Awareness and Competence

The final project for this course will include a description of your chosen population and justification for the choice, as well as your critique of culturally relevant research. It will also include your growing understanding of the chosen population and how best to work with this group in social work practice. The paper should integrate concepts, theories, and research about the chosen cultural group, as well as evaluate your own cultural competencies in working with this group. Additionally, you need to develop a plan to increase your cultural awareness and improve your professional interactions with culturally diverse groups.

Remember that your instructor will be providing feedback on your assignments in Units 3 and 6. Use that feedback to improve the content of your final paper.

The expandable sections below contain the full text of each project assignment.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and formatting](#) guidelines.

Refer to individual assignments for requirements of each.

Project Components

Activity	Grade Weight (%)
u02a1 - Population Selection	15

Activity	Grade Weight (%)
u06a1 - Culturally Relevant Research Approaches	20
u10a1 - Cultural Awareness and Competence	25

Unit 1 >> Framework for Practice With Diverse and Oppressed Clients

Introduction

Social work is associated with diversity and social justice more than most other professions. This means that as a profession, we work hard to alleviate oppression and empower our clients so that they can live the lives they choose without fear of a system that interferes with and even stops them from achieving their goals and dreams. To effectively do this, social workers must be culturally competent. In other words, we need to continuously grow in our knowledge of ourselves in relationship to diverse clients while increasing our knowledge and sensitivity to what they need and want as well as the barriers they face.

To begin your study of this important topic, you will examine issues of diversity, difference, power, privilege, and oppression and place these topics within a theoretical framework that supports our exploration. Social workers operate from an ecological theory of practice, rooted in the person-in-environment (PIE) framework. It is from this framework that you will explore issues of diversity and oppression.

Learning Activities

u01s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 1, "Framework for Practice With Diverse and Oppressed Clients," pages 1–15.
 - This chapter covers theory for practice, ecological framework for practice, diversity and strengths perspective, value base for practice, and the assessment and intervention framework.

Use the Capella University Library to read the following:

- Hester, R. J. (2012). The promise and paradox of cultural competence. *HEC Forum*, 24(4), 279–291.

Use the Internet to complete the following:

- National Association of Social Workers. (2015). Standards and indicators for cultural competence in social work practice [PDF]. Available from <https://www.socialworkers.org/>

Multimedia

Complete the Distinguishing Theory of Practice, Theory for Practice, and Theory for Caring presentation that will help you to understand the differences of each theory.

Capella Career Center

It is never too early to plan for your career in social work. The Capella University Career Center was created for you! They have developed a wide array of resources and tools to help Capella learners and alumni plan and manage their careers at every stage.

The career center offers YouTube videos, on-demand tutorials, and written How-To's on career topics, as well as sessions with live career counselors. They can review your resume, teach you how to conduct efficient job searches and interviews, and provide other assistance to help you make the most of your experience and education to achieve your goals.

Take a minute now to watch this short Welcome Message.

New Learner Program Orientation

The Master of Social Work Program New Learner Program Orientation is an excellent way to learn about key elements of the program, including meeting leadership and faculty, learning about curriculum and coursework, understanding program and university supports, and having an opportunity to ask follow-up questions.

Watch the [New Learner Orientation: Master of Social Work Program](#) video and proceed to the New Learner Program Orientation discussion in this unit.

u01s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u01s2 - Webinar: Course Introduction and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your introductory webinar.

In this unit, you are required to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. Click [Introductory Webinar \[PPT\]](#) to view the PowerPoint presentation your instructor will use for this webinar.

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

If you have not already done so, install your headset on your computer, using the installation instructions included in the package.

- Review the following instructions on the [Using Adobe Connect](#) support page on Campus:
 - Attend a Meeting.
 - Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01s2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

u01s3 - SWEAP Curriculum Pre-Test

The MSW program at Capella University is accredited by the Council on Social Work Education. One requirement of our accreditation is to conduct ongoing pre-test and post-test outcomes assessment. For this unit study, please click on the following link and complete the Capella Universities Advanced Social Work Education Programs Pre-Test Curriculum Assessment. The test will take approximately 45 minutes to complete and is not graded but is a program requirement to complete as an enrolled learner in the social work program. Please plan on completing the assessment in one session and do not close your browser until you have received confirmation of the assessment being completed and submitted when you are finished. Your results are reported in the aggregate with no identifying information and are used exclusively for program outcomes assessment. Thank you.

Click [Pre-Test Curriculum Assessment](#) to begin the assessment.

u01d1 - New Learner Program Orientation

The New Learner Orientation: Master of Social Work Program video is an excellent way to learn about key elements of the program, including meeting leadership and faculty, learning about curriculum and coursework, understanding program and university supports, and having an opportunity to ask follow-up questions. After watching the [New Learner Orientation: Master of Social Work Program](#) video, address the following:

1. Confirm that you have attended or watched the *New Learner Orientation: Master of Social Work Program* video.
2. Identify and describe three key points you took away from the orientation that will help you during your educational journey at Capella University.
3. Please ask, if relevant, any follow-up questions you have and your course faculty member will address them through the discussion board.

Graduate Discussion Participation Scoring Guide

u01d2 - Becoming a Culturally Competent Practitioner

"Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings" (NASW, 2015, p.13). After reviewing the document, which do you feel are the most important? Provide an example or two from your own experience or practice that illustrates this indicator in use. How did the use of this effective practice impact the outcome of the situation?

Reference

National Association of Social Workers. (2015). *Standards and indicators for cultural competence in social work practice*. Washington, DC: Author.

Response Guidelines

Comment on the choices and experiences of at least two of your peers. Would you agree that their choices and examples were indicators of cultural competence? If so, how so? If not, why not?

Course Resources

Graduate Discussion Participation Scoring Guide

[Standards and Indicators for Cultural Competence in Social Work Practice \[PDF\]](#)

u01d2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

u01d3 - Choosing a Cultural Group

In this course, you will work with a few of your fellow learners to construct a presentation on one of the following groups:

- Working with African-Americans, Native Americans, and Latinos.
- Working with Asian Americans and immigrants.
- Working with LGBTQ clients.
- Working with ableism and lookism.
- Working with older people, spirituality, and religion.

Each person working on the presentation will research and contribute specific slides that analyze issues of power, privilege, and oppression as they pertain to the chosen group, as well as strategies and approaches for practice when working with these issues. Your group will record the presentation using Adobe Connect and share the completed presentation in the week indicated in the syllabus (somewhere in Units 4–9).

As you consider the two different groups you will research for the presentation assignment and for the final course project, please note the following:

- The group you choose for the presentation **may or may not be** a group with which you identify.
 - Example: You identify as Latino and choose to research Latinos for the presentation.
 - Example: You identify as Latino and choose to research Asian Americans and immigrants.
- The group you choose for the final course project **must not be** a group with which you identify.
 - Example: If you identify as Asian Americans, you must choose a group other than Asian Americans to research for the course project.
- The group you choose for the course project must be different from the group you choose for the presentation.
 - Example: If you researched African Americans for the presentation, you must choose a group other than African Americans to research for the course project.

In this discussion post, discuss the group that you would like to research for the presentation. Be sure to discuss why you chose this particular group and what you hope to learn about the group while doing research for the presentation. Your instructor will assign presentations based on common interests.

Response Guidelines

Comment on the choices and reasoning of at least two of your peers. Be sure to ask them for clarification on their choices and reasons for choosing the group.

Course Resources

Graduate Discussion Participation Scoring Guide

[Disability Services](#)

[Using Adobe Connect](#)

u01d3 - Learning Components

- Discuss a group to research for a presentation.

u01s4 - Assignment Preparation

The first assignment in this course, Population Selection, is due in Unit 2. This assignment is the first component of your course project. In this assignment, you will select a cultural group **with which you do not identify** but will likely serve in your social work practice. You will begin by simply describing your chosen population and justifying your choice. In addition, you will discuss and reflect on your own cultural competencies.

Start thinking about a population to choose for the assignment. Keep in mind that this assignment builds upon and contributes to your final course project due in Unit 10.

Review the course project information, assignment description, and scoring guide to understand the requirements and grading criteria for the assignment.

u01s4 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Unit 2 >> Personal Bias and Ethics

Introduction

Social workers are agents of change, whether or not we fully acknowledge this. Daily, we interact with our clients with the goal of assisting and empowering them to make positive change in their lives and communities. We work with oppressed groups and communities, and social change is the overall goal of our work. Thus, a journey toward cultural competence must begin with the self. How do we view our own sense of power, and what are our relationships like with our clients? What ethical concerns have we faced or are we likely to face, as we work with diverse client groups? Consequently, before we embark more deeply into the study of the groups with which we interact, we will take a step back and look at ourselves as agents of change and the impact we have had in our professional and personal lives.

Learning Activities

u02s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 4, "Risk and Resilience: Impact of Early Trauma on Psychological and Physiological Functioning," pages 47–59.
- Chapter 5, "Dynamics of Oppression and Discrimination," pages 61–76.

Use the Capella University Library to read the following:

- Laws, T., & Chilton, J. A. (2013). Ethics, cultural competence, and the changing face of America. *Pastoral Psychology*, 62(2), 175–188.

Use the Internet to complete the following:

- National Association of Social Workers. (n.d.). Retrieved from <https://socialworkers.org>
 - From the home page of the National Association of Social Workers website, find and read the following documents:
 - "Code of Ethics of the National Association of Social Workers."
 - National Association of Social Workers. (2015). Standards and indicators for cultural competence in social work practice [PDF]. Available from <https://www.socialworkers.org/>

Multimedia

Complete the Multicultural Competence Self-Assessment presentation to examine your own biases and how they relate to discrimination and oppression.

u02s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u02s2 - Webinar: Collaborative Presentations

In this unit, your instructor will conduct a webinar that includes details for the upcoming collaborative presentation assignment:

- Group assignments for the Collaborative Presentation.
- Format for the Collaborative Presentations.
- PowerPoint tips and best practices.
- Using Adobe Connect to record the presentation.

Check the courseroom announcements for the time and connection details for this webinar. You may choose to either attend the webinar live or view and listen to the recording of the webinar once it has been posted in the courseroom. Click Collaborative Presentation Webinar [PPT] to view the PowerPoint presentation your instructor will use for this webinar.

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

- If you have not already done so, install your headset on your computer, using the installation instructions included in the package.
- Review the following instructions on the Using Adobe Connect support page on Campus:
 - Attend a Meeting.
 - Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

u02s2 - Learning Components

- Study theory and techniques relevant to culturally competent practice.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

u02a1 - Population Selection

Assignment Overview

As a social worker, you will come into contact with cultural groups of which you are not a member. Along with your collaborative presentation, this assignment will prompt you to consider how you will relate to and work with diverse clients, families, and communities.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and advanced practice behaviors:

- EPA Competency 2: Engage Diversity and Difference in Practice.

- C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.*
 - Related Assignment Criteria:
 - 5. *Analyze differentiation in diversity for the selected population.*

Assignment Description

This is the first component of your course project. In this assignment, you will select a cultural group outside your own and that you currently interact with or will likely interact with in your social work practice. You will begin by simply describing your chosen population and justifying your choice. In addition, you will discuss and reflect on your own cultural competencies.

You already chose a group to study and discuss in your collaborative presentation. The group you choose to study for your final course project should be a different one. Please note the following:

- The group you choose for the final course project **must not be** a group with which you identify.
 - Example: If you identify as Latino, you must choose a group other than Latinos to research for your course project.
- The group you choose for the course project **must be different** from the group you chose for the presentation.
 - Example: If you researched Asian Americans for the presentation, you must choose a group other than Asian Americans to research for your course project.

Assignment Instructions

Choose a cultural group of which you are not a part and that you currently or will likely interact with in your social work practice.

Complete the following:

- Identify your population, addressing at least the following:
 - Describe briefly the group you have chosen.
 - Identify your current interaction with that group.
 - Identify your current level of knowledge about the group.
 - Explain and describe how your interest in this group emerges from your current work.
 - Analyze differentiation in diversity for the selected population.
- Justify your choice of population:
 - Why did you choose this population?
 - What implications do you foresee for your area and field of practice or for the population?

Additional Requirements

Your paper is expected to meet the following requirements:

- **Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.**
 - **Written communication:** Written communication is free of errors that detract from the overall message. Express ideas clearly, employing correct grammar, usage, and mechanics.
 - **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Minimum of three scholarly sources other than your course text. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Submit your completed assignment by end of this week.

Remember that your instructor will be providing feedback on your assignments. Use that feedback to improve the content of your final paper.

Course Resources

[APA Guide](#)

[APA Style and Format](#)

[Capella Library](#)

[Essentials of Database Searching](#)

u02d1 - Multicultural Competence Self-Assessment

Complete the Multicultural Competence Self-Assessment media and then respond to the following:

- Describe the key characteristics of a culturally sensitive social worker.
- How do you see yourself in relationship to these characteristics?
- What circumstances might make it difficult for a social worker to help someone from a particular group?
- What could social workers confronted with these circumstances do to prepare themselves to work with diverse groups?

Response Guidelines

Respond to at least two of your peers, providing support and suggestions to assist them in working with the groups they have discussed. These are difficult and sensitive topics. As a result, please remember to interact professionally and avoid judgment. Asking questions for clarification is a good way to approach the feedback you provide.

Course Resources

Graduate Discussion Participation Scoring Guide

[Multicultural Competence Self-Assessment](#) | Transcript

u02d1 - Learning Components

- Describe the key characteristics of a culturally sensitive social worker.

u02s3 - Assignment Preparation

The second assignment in this course, Presentation Materials, is due in Unit 3. This assignment will ask you to create slides for contribution to a collaborative presentation that you will complete with a few of your fellow learners in Unit 4.

It's important that you contact your fellow collaborators so that you can divide the themes of the presentation, do your research, complete your slides in a timely manner, and plan a time to meet again with your collaborators in Week 4 to record the collaborative presentation in Adobe Connect.

Read the instructions and scoring guide for next week's assignment to ensure that you understand the requirements and grading criteria.

u02s3 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Unit 3 >> Ethnic Identity Development

Introduction

Appleby, Colon, and Hamilton (2011) define culture as ". . . all the values, norms, knowledge, behavior patterns, and artifacts that are transmitted from one generation to the next and form a way of life of a people" (p.18). Clearly, cultures vary, sometimes enormously, and many would argue that there is no such thing as an American culture as a result. And yet, culture is seen as a foundational element of social identity development and ethnic identity development. As you consider the various race and ethnic developmental models, you will soon learn that for people of different cultural and ethnic groups, accepting and embracing an identity does not always occur easily or smoothly. This is partially due to the dominant culture's expectations and values and the need to fit in.

Every ethnic and cultural group has its own norms, customs, values, and needs. Quite frequently, a conflict arises when there is a perceived or actual expectation to comply with a society run predominantly by one cultural group, especially if it is one that functions on the premise of "our way is the only

way." This expectation is not only devaluing and disrespectful, but it also creates internal and external conflicts for people of different cultural and ethnic groups, and it is in fact oppressive. The conflicts often involve the challenges of living in a discriminatory and biased society where subtle and blatant discrimination is a common, if not daily, experience. As a result of these conflicts, some individuals rightfully experience psychological distress and behavioral disturbances or impulsivity.

To complicate matters even further, many regard Western theories of identity development as limiting and even oppressive when considering race and ethnicity and particularly when someone identifies with more than one race or ethnicity. You will explore these conflicts in this unit. Although you are not likely to resolve them, the exploration should add to your expanding awareness of the issues involved in developing cultural competence.

Reference

Appleby, G. A., Colon, E. A., & Hamilton, J. (2011). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (3rd ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

u03s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 2, "Culture, Social Class, and Social Identity Development," pages 16–35.
- Chapter 3, "Ethnic Identity Development," pages 36–45.

Use the Capella University Library to read the following:

- Herring, C., & Henderson, L. (2011). [From affirmative action to diversity: Toward a critical diversity perspective \[PDF\]](#). *Critical Sociology*, 38(5), 629–643.

u03s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u03a1 - Collaborative Presentation Materials

Assignment Overview

You and a few of your fellow learners have been assigned to construct a presentation on one of the following groups:

- Working with African-Americans, Native Americans, and Latinos.
- Working with Asian Americans and immigrants.
- Working with LGBTQ clients.
- Working with ableism or disability and lookism.
- Working with older people, spirituality, and religion.

Each person working on the presentation is researching and contributing specific slides that analyze issues of power, privilege, and oppression as they pertain to the chosen group, as well as strategies and approaches for practice when working with these issues. This assignment will ask you to submit the presentation slides that you contributed to the presentation for an individual grade.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and specialized practice behaviors:

- EPA Competency 1: Demonstrate Ethical and Professional Behavior.
 - C1.SP.B: Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking and ethical decision making related to individuals, families, organizations, and communities to guide and inform ethical advanced generalist social work practice.
 - Related Assignment Criteria:
 - 3. Discuss challenges that may arise from clients' cultures and from differences among people and cultural groups.
- EPA Competency 1: Demonstrate Ethical and Professional Behavior.
 - C1.SP.C: Integrate the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.
 - Related Assignment Criteria:

- 1. Create slides that address chosen theme(s) related to culturally relevant practice.
- EPA Competency 2: Engage Diversity and Difference in Practice.
 - C2.SP.A: Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.
 - Related Assignment Criteria:
 - 2. Discuss theory applicable to the selected group.
 - 4. Discuss techniques and best practices applicable to the selected group.

Assignment Description

This assignment follows on the presentation you completed with some of your fellow learners. After having collaborated on a recorded presentation to share with the class, you will now submit the slides that you contributed to the presentation and discuss your experience creating them.

Each learner creates 2–4 slides that discusses the selected group around one or more of the following themes:

- History and heritage.
- Current events.
- Geography, migrations, and diasporas.
- Privilege, oppression, and discrimination.
- Assimilation and acculturation.
- Education and employment.
- Healthcare.
- Family structure.
- Gender roles and relationships.
- Religion and spirituality.
- Other relevant themes approved by your instructor.

Assignment Instructions

Complete the following:

1. Create 2–4 slides that address chosen theme (or themes) related to culturally relevant practice.
2. Discuss theory applicable to the selected group.
3. Discuss challenges to practice with the selected group.
4. Discuss techniques and best practices applicable to the selected group.

Additional Requirements

Your slides are expected to meet the following requirements:

- **Written communication:** Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession. Written communication is free of errors that detract from the overall message. Express ideas clearly, employing correct grammar, usage, and mechanics.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Minimum of three scholarly sources other than your course text. All literature cited should be current, with publication dates within the past 5 years.
- **Number of slides:** 2–4 slides.
- **Font and font size:** Times New Roman, 12 point.

Submit your completed assignment by the end of this week.

Remember that your instructor will be providing feedback on your assignments. Use that feedback to improve the content of your final paper.

u03d1 - Theories of Ethnic Identity Development

What are the similarities and differences among the various approaches to ethnic identity development? Which theory or theories do you find most useful in helping to understand how ethnic identity development occurs. How do these theories apply to a client who is multi-racial? How will this understanding of ethnic identity development help you in your own practice?

Response Guidelines

Respond to at least two of your peers regarding their thoughts on ethnic identity development. Do you agree with their thoughts about the theories in use? Why or why not?

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Discuss the similarities, differences, and comparative applications of various approaches to ethnic identity development.

Unit 4 >> Working With Women

Introduction

In this unit, you will consider the experience of women. Regardless of their race, ethnicity, or sexual orientation, women continue to confront sexism, sexual harassment, and issues related to inequality. Even where there are laws against it, sexual discrimination and harassment continue to occur. Women are disproportionately impacted by poverty. Many women continue to receive lower salaries than men, experience greater psychosocial issues relative to the aging process and parenting, and disproportionately experience victimization and symptoms of depression.

For this unit, you are encouraged to examine both your assumptions and biases related to women and women's experience of cultural oppression. You will examine identity developmental models, and the role of sexism and gender bias. You will also explore how feminist theory allows women to establish a firm identity and to reclaim their power in a sexist and male-dominated society.

Learning Activities

u04s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 7, "Women and Sexist Oppression," pages 90–106.

Multimedia

Complete the [Affirmative Practice With Diverse Populations](#) presentation. In this knowledge-check activity, complete the **Working With Women** tab.

u04s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u04s2 - Webinar: Working With Women

In this unit, your instructor will conduct a webinar that will serve as an exemplar for the collaborative presentation you will record with some of your fellow learners in Adobe Connect. Check the courseroom announcements for the time and connection details for this webinar. You may choose to either attend the webinar live or view and listen to the recording of the webinar once it has been posted in the courseroom.

Click [Working With Women Webinar \[PPT\]](#) to view the PowerPoint presentation your instructor will use for this webinar.

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

- If you have not already done so, install your headset on your computer, using the installation instructions included in the package.
- Review the following instructions on the [Using Adobe Connect](#) support page on Campus:
 - Attend a Meeting.

- Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u04s2 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.

u04s3 - Submitting Your Collaborative Presentation

By the end of this week, someone from your group needs to post the recording of your group Adobe Connect presentation to the appropriate Discussion activity:

- Week 5 [u05d1]: Working with African-Americans, Native Americans, and Latinos.
- Week 6 [u06d1]: Working with Asian Americans and immigrants.
- Week 7 [u07d1]: Working with LGBTQ population.
- Week 8 [u08d1]: Working with ableism and lookism.
- Week 9 [u09d1]: Working with older people, spirituality, and religion.

Post your completed presentation at the end of this week.

u04s3 - Learning Components

- Collaborate on a presentation of culturally relevant research.

u04d1 - Working With Women

For this Discussion, your instructor has created a presentation that contextualizes practice with women. After you view the presentation, review the case study of Jean on pages 92–94 of your *Diversity, Oppression, and Social Functioning* text and consider the question "What do we mean by the oppression of women?" on page 102. Then use your post to discuss one or more of the following:

- How do you define the oppression of women?
- How might you apply the empowerment framework in working with Jean or other female clients?
- What are the key issues to consider when working with women?

Response

Respond to the posts of at least two peers. In your responses, use your own post as a starting point and basis for comparison. Note points of similarity or difference as you consider the value of other viewpoints while reconsidering ideas in your own post.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.
- Discuss the application of an empowerment framework to advocate for clients from diverse groups.

Unit 5 >> Working With African Americans, Native Americans, and Latinos From a PIE Perspective

Introduction

You will now turn your attention to three specific minority groups: African Americans, Native Americans, and Latinos. While all three groups have different cultural values, histories, and needs, each group has experienced societal discrimination and oppression as evidenced by its struggles for human rights and equality. As a result, members of these groups are skeptical of seeking help outside of the family or church. In this unit, you will learn about each group's cultural history and its presenting problems and issues. Additionally, you will examine the various theoretical models, communication issues, ethical concerns, and possible culturally sensitive interventions.

African Americans and Native Americans have historically experienced slavery, lack of basic human rights and legal protection, misunderstanding, verbal and physical abuse, and even murder. While both groups now have state and federal legal protection, racism is still alive and well. Although the Latino population is quickly becoming the majority in many places in the United States, Latinos continue to experience tremendous oppression from the predominant population. Ask yourself the following questions: "If I were an African American or a Native American or a Latino (and maybe you are), how would I feel about the historical discrimination and violence inflicted upon my ethnic group? How would I feel about today's experience with discrimination?" These questions are important because they allow us to consider how some people of different ethnicities may culturally or individually internalize cultural oppression. The cultural messages that all minority groups receive normalize their internal and external reactions.

In this unit, you will study the recent research relative to historical and current discrimination against African Americans, Native Americans, and Latinos, along with the cultural effects of the discrimination. Furthermore, you will consider family values, group cohesiveness, spirituality, acculturation conflicts, and the psychosocial issues for each group. You will also consider culturally sensitive interactions and problem-solving using the PIE framework, which provides guidelines for assessment and intervention. You are encouraged to reflect on how your current theoretical and personal approach may influence your effectiveness in working with these groups.

Learning Activities

u05s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 6, "African Americans: Consequence of Discrimination," pages 78–88.
- Chapter 8, "A Multi-Diversity Perspective on Latinos: Oppression and Social Functioning," pages 108–123.
- Chapter 9, "Native Americans: Oppression and Social Work Practice," pages 126–142.

Use the Capella University Library to read the following:

- Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology*, 54(1), 1–16.
- Croff, R. L., Rieckmann, T. R., & Spence, J. D. (2014). Provider and state perspectives on implementing cultural-based models of care for American Indian and Alaska native patients with substance use disorders. *The Journal of Behavioral Health Services & Research*, 41(1), 64–79.
- Rangel, D. E., & Valdez, C. R. (2017). A culturally sensitive approach to large-scale prevention studies: A case study of a randomized controlled trial with low-income Latino communities. *Journal of Primary Prevention*, 38(6), 627–645.

Multimedia

Complete the [Affirmative Practice With Diverse Populations](#) presentation. In this knowledge-check activity, complete the **Working With African Americans, Native Americans, and Latinos** tab.

u05s1 - Learning Components

- Study theory and techniques relevant to culturally competent research.

u05d1 - Working With African Americans, Native Americans, and Latinos

For this Discussion, your fellow learners have created a presentation that contextualizes practice with African Americans, Native Americans, and Latinos. After you view their presentation, use your post to discuss one or more of the following:

- What are the key factors that need to be addressed when working with African American clients? With Native American clients? With Latino clients?
- Are there similarities among these three groups?
- Are there similarities between any of these groups and the groups that you researched?

- How would you incorporate the key factors into your plan for working with clients from these groups?

Response Guidelines

Respond to the posts of at least two peers. In your responses, use your own post as a starting point and basis for comparison. Note points of similarity or difference as you consider the value of other viewpoints while reconsidering ideas in your own post.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

u05s2 - Assignment Preparation

Your Culturally Relevant Research Approaches assignment is due at the end of Unit 6. This assignment is the second component of your course project. Start by reviewing the articles in this unit's Study and researching other articles that deal with culturally relevant research approaches. You will apply your understanding of these approaches as you evaluate the differences between traditional research and research approaches that take culture into consideration. This assignment builds upon and contributes to your final course project due in Unit 10.

Review the course project information, assignment description, and scoring guide to understand the requirements and grading criteria for the assignment.

u05s2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Unit 6 >> Working With Asian Americans and Immigrants

Introduction

Asian Americans and immigrants have been subjected to societal oppression and verbal and physical abuse similar to that directed toward people of other ethnicities. Their cultures, values, frames of reference, and worldviews are misunderstood, disregarded, and ridiculed by the majority and by other minority groups. Additionally, since 9/11, many immigrants are viewed with fear based on their religious beliefs. For example, many believe (though unrealistically) that those who belong to the Muslim religion must be involved in or oriented toward terrorist activity. In this unit, you are asked once again to explore your assumptions and challenges to these groups, either from a personal orientation or from indirect experiences. Furthermore, you will learn about each group's cultural standards, values, parenting styles, spirituality, acculturation, conflicts, and so on. The case study that you will explore will allow you to apply this knowledge and encourage you to consider any ethical and legal issues.

Asian Americans present different cultural values relative to their worldviews. For example, they emphasize the authoritative parental relationships by displaying honor and respect, and they avoid any shame to the family. Furthermore, Asian Americans are often misunderstood because they appear emotionally distant when in reality this is a cultural norm. Additionally, education and professional success are highly valued. This group also emphasizes a holistic approach to wellness.

In this unit, you will study the discriminatory factors that each group experiences. Moreover, you will examine the similarities and differences in these groups and apply theory to a practice situation to support your overall skill development.

Learning Activities

u06s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 10, "Asian Americans: Ethnocentrism and Consequences," pages 145–159.
- Chapter 14, "Social Work Practice With Immigrants," pages 224–236.

Capella Library

Use the Capella University Library to access and read the following article to learn more about culturally relevant research methods:

- Henderson, Z., Acquaye-Doyle, L. A., Waites, S., & Howard, T. (2016). Putting principles into practice: Addressing historical trauma, mistrust, and apprehension in research methods courses. *Journal of Social Work Education*, 52(1), 69–78.

Multimedia

Complete [Affirmative Practice With Diverse Populations](#) presentation. In this knowledge-check activity, complete the **Working With Asian Americans and Immigrants** tab.

Capella Career Center

As you advance through this course and review the services offered by the [Capella Career Center](#), make use of the new Career Planning Self-Assessment. This updated tool allows you to determine your level of career management knowledge and point you to resources to fill in any gaps.

Take the [Career Planning Self-Assessment](#) [approximate time 10 minutes].

u06s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u06a1 - Culturally Relevant Research Approaches

Assignment Overview

Social workers need to be culturally competent, and their research and research methods should reflect this competency. This assignment will give you an opportunity to compare and evaluate three research articles for cultural competency.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and advanced practice behaviors:

- EPA Competency 2: Engage Diversity and Difference in Practice.
 - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.*
 - Related Assignment Criteria:
 - 1. *Analyze the elements of culturally relevant research in social work.*
 - 2. *Analyze and describe the elements of traditional research in social work.*
- EPA Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.
 - C3.SP.A: *Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*
 - Related Assignment Criteria:
 - 5. *Identify how to engage in collaborative practice to advocate for appropriate services.*

Assignment Description

This is the second component of your course project. In this assignment, you will evaluate the differences between traditional research and research approaches that take culture into consideration. What is different between these two approaches and how might each approach impact the promotion of social justice? You will examine three research articles of your choice, featuring the cultural group you have selected. You will then evaluate the method of research conducted for its level of cultural competence. To ensure that this is a scholarly research paper, explore research-based articles and books found by searching through the Capella University Library databases pertaining to issues of culture in research and culturally relevant research.

Assignment Instructions

To help you understand some of the unique challenges of culturally relevant research, review the readings concerning culturally relevant research approaches in the Study activities for Unit 5 and Unit 6. Then search for scholarly sources in the Capella University Library and locate at least three articles that add to your knowledge of the cultural group you have chosen to explore for your final project. Review these articles in a 3–5 page paper in current APA format. In your paper, include the following:

- An analysis and a description of traditional research, addressing the question of its cultural relevance.
- An analysis and a description of what comprises culturally relevant research.
- An analysis and a description of at least three research studies that have addressed the cultural group you are exploring.
- An evaluation of the key differences between traditional research and culturally relevant research and how that impacts the cultural group you are exploring.
- A discussion of the relationship of culturally relevant research to the promotion of social justice for the group you are studying.
- Identify how to engage in collaborative practice to advocate for appropriate services.

Note: It is important to follow the assignment requirements and use the identified headings outlined for your paper under the APA formatting requirements. Papers submitted without the required headings will not be accepted for grading.

Additional Requirements

Your paper is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current APA style and formatting standards.
- **Resources:** Minimum of five scholarly sources. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 3–5 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Submit your completed assignment by the end of this week.

Remember that your instructor will be providing feedback on your assignments. Use that feedback to improve the content of your final paper due in Unit 10.

Course Resources

[APA Guide](#)

[APA Style and Format](#)

[Capella Library](#)

[What Is Scholarly?](#)

[Essentials of Database Searching](#)

[Get Critical Search Skills](#)

u06d1 - Working With Asian Americans and Immigrants

For this discussion, your fellow learners have created a presentation that contextualizes practice with Asian Americans and immigrants. After you view their presentation, use your post to discuss one or more of the following:

- What are the key factors that need to be addressed when working with Asian American clients? With immigrant clients?
- Are there similarities among these groups?
- Are there similarities between any of these groups and the groups that you researched?
- How would you incorporate the key factors into your plan for working with clients from these groups?

Response Guidelines

Respond to the posts of at least two peers. In your responses, use your own post as a starting point and basis for comparison. Note points of similarity or difference as you consider the value of other viewpoints while reconsidering ideas in your own post.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Unit 7 >> Working With LGBTQ People

Introduction

Similar to other minority groups, LGBTQ people continue to experience discrimination, verbal and physical abuse, and hate crimes. However, unlike other groups, this population is often denied basic legal rights, such as the ability to recognize and celebrate their relationships and is religiously and spiritually persecuted. To work effectively and fairly with this group, you must be willing to examine your homophobia and heterosexism, personal biases, and religious values relative to discriminatory attitudes.

As with all groups, the LGBTQ population has remarkable differences relative to subcultures, norms, and values. In this unit, you will study the oppressive forces, the presenting problems of these groups, discrimination issues, and effective and culturally sensitive communication strategies.

Historically, LGBTQ people have been identified as mentally ill, sinners, or criminals who need to be cured, saved, and rehabilitated. While there has been some positive cultural change toward the acceptance of the LGBTQ population, they continue to struggle for the civil rights that nongay people enjoy without question, such as the opportunity for equal employment, access to housing, being able to adopt children, and the ability to enter into legally sanctioned relationships.

In this unit, you will examine your biases, assumptions, challenges, and opportunities for acceptance; in other words, your own internalized homophobia. Furthermore, you will examine the effects of homophobia and heterosexism on this population, such as substance abuse, depression, family rejection, violence, and persecution.

Learning Activities

u07s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 11, "Lesbian, Gay, Bisexual, and Transgender People Confront Heterocentrism, Heterosexism, and Homophobia," pages 162–182.

Use the Capella University Library to read the following:

- Israel, T., Gorcheva, R., Walther, W. A., Sulzner, J. M., & Cohen, J. (2008). Therapists' helpful and unhelpful situations with LGBT clients: An exploratory study. *Professional Psychology: Research and Practice*, 39(3), 361–368.

Use the Internet to read the following:

- AETC-NMC. (n.d.). Case study adapted from addressing HIV care and Asian American model [PDF]. Available from <http://aetcnmc.org/>

Multimedia

Complete Affirmative Practice With Diverse Populations presentation. In this knowledge-check activity, complete the **Lesbian, Gay, Bisexual, and Transgender People** tab.

u07s1 - Learning Components

- Study theory and techniques relevant to culturally competent research.
- Study theory and techniques relevant to culturally competent practice.

u07d1 - Working With the LGBTQ Population

For this discussion, your fellow learners have created a presentation that contextualizes practice with the LGBTQ population. After you view their presentation, use your post to discuss one or more of the following:

- What are the key factors that need to be addressed when working with LGBTQ clients?
- Discuss similarities and differences in the several groups contained within the LGBTQ community.
- Are there similarities between any of these groups and the groups that you researched?
- How would you incorporate the key factors into your plan for working with clients from these groups?

Response Guidelines

Respond to the posts of at least two peers. In your responses, use your own post as a starting point and basis for comparison. Note points of similarity or difference as you consider the value of other viewpoints while reconsidering ideas in your own post.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.

u07s2 - Assignment Preparation

Start thinking about your course project due in Unit 10. In the final paper, you will include a description of your chosen population and justification for the choice, as well as your critique of culturally relevant research. You will also include your growing understanding of the chosen population and how best to work with this group in social work practice. You will integrate concepts, theories, and research about the chosen cultural group, as well as evaluate your own cultural competencies in working with this group. Finally, you will develop a plan to increase your cultural awareness and improve your professional interactions with culturally diverse groups.

Review the course project information, assignment description, and scoring guide to understand the requirements and grading criteria for the Unit 10 assignment.

In addition to assembling and revising material from previous assignments, you might work ahead by addressing the following prompts from the Unit 10 assignment:

- Analyze the historical and contemporary antecedents of discrimination for the selected population along with the resulting problems.
- Evaluate critically the theories, methods of working with the selected population, and culturally relevant research related to your selected population.

u07s2 - Learning Components

- Evaluate critically the theories, methods of working with the selected population, and culturally relevant research related to your selected population.

Unit 8 >> Working With Ableism and Lookism

Introduction

Disabled people confront cultural discrimination and bias every day. Disability can include physical, psychological, and professional challenges. One can have a disability and appear healthy or unhealthy. Those who appear healthy face additional challenges as those around them question their needs for accommodation. Regardless, this population, similar to other groups, is labeled. Disabled people are often viewed as incompetent and unstable. The Americans with Disabilities Act (ADA) legally prohibits discrimination yet discrimination continues.

Lookism is a form of discrimination that is rarely discussed in a course on cultural competence. But how often do people experience weight discrimination? Particularly in the United States, people, regardless of their own weight, have strong negative attitudes about those they consider to be fat. In the U.S. culture, ideal weight and height are equated with attractiveness, and those considered unattractive may be denied employment, treated negatively with regard to legal decisions, in health care settings, and even with regard to housing. Like other forms of discrimination, those impacted by lookism suffer emotional and physical consequences. Unlike those with disabilities, there are no laws in place to protect them from discrimination.

In this unit, you will explore these concerns through a case study approach. As with other forms of bias, you will seek to employ the PIE framework as a means by which to assess the nature of the issues and to intervene on behalf of the client.

Learning Activities

u08s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 12, "Ableism: Social Work Practice With Physically Disabled Individuals," pages 188–204.
- Chapter 13, "Ableism: Mentally and Emotionally Challenged People," pages 206–221.
- Chapter 15, "Lookism: Bias Based on Appearance," pages 237–246.

Multimedia

Complete [Affirmative Practice With Diverse Populations](#) presentation. In this knowledge-check activity, complete the **Ableism and Lookism** tab.

u08s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u08d1 - Working With Ableism and Lookism

For this discussion, your fellow learners have created a presentation that contextualizes practice with clients impacted by ableism and lookism. After you view the presentation, use your post to discuss one or more of the following:

- What are the key factors that need to be addressed when working with clients impacted by ableism and lookism?
- What techniques could be used in practice to address or accommodate some of these factors?
- What are some of the strengths and weaknesses of these different techniques?
- Are there similarities among these groups?
- Are there similarities between any of these groups and the groups that you researched?
- How would you incorporate the key factors into your plan for working with clients from these groups?

Response Guidelines

Respond to the posts of at least two peers. In your responses, use your own post as a starting point and basis for comparison. Note points of similarity or difference as you consider the value of other viewpoints while reconsidering ideas in your own post.

Course Resources

u08d1 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.

u08s2 - Assignment Preparation

Continue to work on your course project due in Unit 10. In the final paper, you will include a description of your chosen population and justification for the choice, as well as your critique of culturally relevant research. You will also include your growing understanding of the chosen population and how best to work with this group in social work practice. You will integrate concepts, theories, and research about the chosen cultural group, as well as evaluate your own cultural competencies in working with this group. Finally, you will develop a plan to increase your cultural awareness and improve your professional interactions with culturally diverse groups.

Review the course project information, assignment description, and scoring guide to understand the requirements and grading criteria for the Unit 10 assignment.

In addition to assembling and revising material from previous assignments, you might work ahead by addressing the following prompts from the Unit 10 assignment:

- Analyze the influence of culture on attitudes, values, perceptions, behaviors, and interpersonal relations related to the selected population.
- Identify potential problems and social justice concerns with which the chosen population has to deal, suggesting possible solutions and best social work practices that could be implemented in your professional setting.

u08s2 - Learning Components

- Analyze the historical and contemporary antecedents of discrimination for the selected population along with the resulting problems.
- Identify potential problems and social justice concerns with which the chosen population has to deal, suggesting possible solutions and best social work practices that could be implemented in your professional setting.

Unit 9 >> Working With Older People, Spirituality, and Religion

Introduction

The elderly and people who espouse nondominant spiritual belief systems are also subjected to cultural oppression, stereotypical assumptions, and inequality. Like other minority populations, older people confront cultural discrimination and bias. They are often discriminated against in the workplace and in health care settings. Culturally sensitive assessment of their needs is often neglected, and their complaints are attributed to their age. Clearly, there is a strong need for advocacy for this population and increased need for social work interventions to assist them.

Some people believe their religious or spiritual belief frameworks are the only correct and righteous path toward spiritual development and enlightenment. The old adage "Never discuss politics or religion" underscores an underlying, unspoken assumption that religious and spiritual differences and other diversity of thought cannot be embraced. It is certainly true that many people hold belief systems that differ from the majority's beliefs, from atheism to alternative spirituality. Historically, many holy wars and political and legal sanctions have been used to justify discrimination and bias toward those whose religious or spiritual belief systems are different. To conduct culturally sensitive assessments that address the whole person, and to intervene appropriately, age, religion, and spiritual differences must be considered.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to read the following:

- Azulai, A. (2014). Ageism and future cohorts of elderly: Implications for social work. *Journal of Social Work Values and Ethics*, 11(2), 2–12.
- Ellison, C. G., Musick, M. A., & Henderson, A. K. (2008). Balm in Gilead: Racism, religious involvement, and psychological distress among African-American adults. *Journal for the Scientific Study of Religion*, 47(2), 291–309.
- Herlihy, B. J., Hermann, M. A., & Greden, L. R. (2014). Legal and ethical implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling & Development*, 92(2), 148–153.

- Weisman, A., Feldman, G., Gruman, C., Rosenberg, R., Chamorro, R., & Belozersky, I. (2005). Improving mental health services for Latino and Asian immigrant elders. *Professional Psychology: Research and Practice*, 36(6), 642–648.

Use the Internet to read the following:

- National Association of Social Workers. (2015). Standards and indicators for cultural competence in social work practice [PDF]. Available from <https://www.socialworkers.org/>

Multimedia

Complete Affirmative Practice With Diverse Populations presentation. In this knowledge-check activity, complete the **Working With Older People, Spirituality, and Religion** tab.

u09s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u09d1 - Working With Older People, Spirituality, and Religion

For this discussion, your fellow learners have created a presentation that contextualizes practice with older clients and clients whose identities are shaped by religion or spirituality. After you view their presentation, use your post to discuss one or more of the following:

- What are the key factors that need to be addressed when working with older clients and religious or spiritual clients?
- Are there similarities among these groups?
- Are there similarities between any of these groups and the groups that you researched?
- How would you incorporate the key factors into your plan for working with clients from these groups?

Response Guidelines

Respond to the posts of at least two peers. In your responses, use your own post as a starting point and basis for comparison. Note points of similarity or difference as you consider the value of other viewpoints while reconsidering ideas in your own post.

Course Resources

Graduate Discussion Participation Scoring Guide

Disability Services

Using Adobe Connect

u09d1 - Learning Components

- Discuss culturally relevant research challenges and techniques for working with a specific cultural group.

u09s2 - Assignment Preparation

Continue working on your course project due in Unit 10. In the final paper, you will include a description of your chosen population and justification for the choice, as well as your critique of culturally relevant research. You will also include your growing understanding of the chosen population and how best to work with this group in social work practice. You will integrate concepts, theories, and research about the chosen cultural group, as well as evaluate your own cultural competencies in working with this group. Finally, you will develop a plan to increase your cultural awareness and improve your professional interactions with culturally diverse groups.

Review the course project information, assignment description, and scoring guide to understand the requirements and grading criteria for the assignment.

In addition to assembling and revising material from previous assignments, you might work ahead by addressing the following prompts from the Unit 10 assignment:

- Identify and analyze your personal competencies that can be used to improve your interaction with this selected population in your professional setting.
- Identify specific concerns that you would need to keep in mind when using technology such as e-mail or social media when communicating with the selected population.
- Demonstrate, through an action plan, how you will add to your cultural diversity knowledge and how you will apply these leadership skills to your social work practice. The action plan should increase knowledge of cultural diversity and application to practice through the use of technology and leadership that includes collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services.

u09s2 - Learning Components

- Demonstrate, through an action plan, how you will add to your cultural diversity knowledge and how you will apply these leadership skills to your social work practice.
- Identify and analyze your personal competencies that can be used to improve your interaction with this selected population in your professional setting.

Unit 10 >> Affirmative Practice With Diverse Populations

Introduction

As social workers, we are trained to meet our clients where they are as a starting point for intervention. Thus, affirming practices in social work consider the worldviews and social realities of our diverse client groups. This course is designed to help you become more knowledgeable about these worldviews and social realities to assist you in working more effectively with diverse and oppressed clients. We must not only accept these social realities, we must be able to deeply understand them and understand the nature of oppression and how it impacts those realities on a daily basis. Additionally, we must be able to shed our preconceptions of race, class, and social status to develop a deep working understanding of our social systems, including how these systems support and oppress. In this unit, you will explore these issues along with the implications for practice interventions on the micro, mezzo, and macro level for each of the diverse groups you have studied, with the goal of promoting social justice.

Learning Activities

u10s1 - Studies

Readings

Use your *Diversity, Oppression, and Social Functioning* text to read the following:

- Chapter 17, "Affirmative Practice With People Who Are Culturally Diverse and Oppressed," pages 259–275.

Use the Internet to review the following:

- National Association of Social Workers. (2015). [Standards and indicators for cultural competence in social work practice \[PDF\]](https://www.socialworkers.org/Standards-and-indicators-for-cultural-competence-in-social-work-practice). Available from <https://www.socialworkers.org/>

Multimedia

Complete the [Multicultural Competence Self-Assessment](#) presentation to re-examine your own biases and how they relate to discrimination and oppression. You will use this information for the second discussion in this unit.

Capella Career Center

As you wrap up this course, it is a good time for you to reflect on how you will apply your recently gained knowledge at work and how you might talk about it professionally. Possible opportunities include performance review conversations, promotion proposals, salary negotiations, resume accomplishment statements, interviews, and professional networking conversations.

Following are some of the great [Capella Career Center](#) resources available to you:

- Career Planning Self-Assessment.
- Competency Translator.
- Capella Competencies in Action.
- Exploration and Planning.
- Networking.

- On-Demand Tutorials.
- Tools and Resources.
- Career Exploration Guide.

u10s1 - Learning Components

- Study theory and techniques relevant to culturally competent practice.

u10a1 - Cultural Awareness and Competence

Assignment Overview

In this final project, you will write a scholarly paper that synthesizes and further develops what you have learned about cultural competence in this course. Scholarly writing is one way that social workers contribute to their fields, and it is also a means of professional development—we often learn best when we have carefully analyzed and explained something for others.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and advanced practice behaviors:

- EPA Competency 1: Demonstrate Ethical and Professional Behavior.
 - C1.SP.B: *Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking and ethical decision making related to individuals, families, organizations, and communities to guide and inform ethical advanced generalist social work practice.*
 - Related Assignment Criteria:
 - 11. *Articulate and provide leadership in the application of the core values and ethical standards of the social work profession.*
- EPA Competency 1: Demonstrate Ethical and Professional Behavior.
 - C1.SP.C: *Integrate the ethical and effective use of technology at all levels of advanced generalist social work practice with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criteria:
 - 8. *Integrate the ethical and effective use of technology at all levels of advanced generalist social work practice that identifies best social work practices for working with this population.*
- EPA Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.
 - C3.SP.A: *Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*
 - Related Assignment Criteria:
 - 10. *Create an action plan for increasing knowledge of cultural diversity and application to practice.*

Assignment Description

In the final project for this course, you will include a description of your chosen population and justification for the choice, as well as your critique of culturally relevant research. You will also include your growing understanding of the chosen population and how best to work with this group in social work practice. You will integrate concepts, theories, and research about the chosen cultural group, as well as evaluate your own cultural competencies in working with this group. Additionally, you need to develop a plan to increase your cultural awareness and improve your professional interactions with culturally diverse groups.

Assignment Instructions

Continue your research on your chosen cultural group of which you are not a part. Based on your findings, present a 10–12-page paper that contains three parts:

Part 1

This part covers your population selection and justification. Make sure to incorporate any feedback you received from your instructor to revise your Unit 2 "Population Selection" assignment for inclusion in this final paper.

Part 2

In this part, include the following:

- Your analysis of culturally relevant research submitted in Unit 6. Once again, make sure to incorporate any feedback you received from your instructor and revise this section for inclusion in the final paper.

- Any additional research studies you have located that help you better understand the cultural group you have chosen to study. Include 10 references in your final project.

Part 3

Complete the following for final part of the paper:

- Analyze the historical and contemporary antecedents of discrimination for the selected population along with the resulting problems.
- Evaluate critically the theories, methods of working with the selected population, and culturally relevant research related to your selected population.
- Analyze the influence of culture on attitudes, values, perceptions, behaviors, and interpersonal relations related to the selected population.
- Identify potential problems and social justice concerns with which the chosen population has to deal, suggesting possible solutions and best social work practices that could be implemented in your professional setting.
- Identify and analyze your personal competencies that can be used to improve your interaction with this selected population in your professional setting.
- Identify specific concerns that you would need to keep in mind when using technology such as e-mail or social media when communicating with the selected population.
- Demonstrate, through an action plan, how you will add to your cultural diversity knowledge and how you will apply these leadership skills to your social work practice. The action plan should increase knowledge of cultural diversity and application to practice through the use of technology and leadership that includes collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services.

Additional Requirements

Your paper is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current APA style and formatting standards.
- **Resources:** Minimum of 10 scholarly sources other than your course text. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 10–12 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Submit the assignment by the end of the last weekday of this week.

Course Resources

APA Style and Format

u10d1 - Looking Backward, Looking Forward

Think back to Unit 2 of the course and complete the self-assessment (linked in Resources) for a second time. Respond to the following:

- How have you grown in terms of your cultural competence?
- What more do you need to learn or do in this area?
- What plans do you have for continuing to increase your level of cultural competence?

Response Guidelines

Respond to the reflections of two of your peers, focusing on clarifying questions and offering support for their further development of cultural competence. What might you suggest to them based on your own self-assessment?

Course Resources

Graduate Discussion Participation Scoring Guide

Multicultural Competence Self-Assessment | Transcript

u10d1 - Learning Components

- Examine how personal cultural competence relates to effective practice with diverse populations.

u10d2 - Professional and Academic Goals Preparation

Return to the Capella Career Center (linked in Resources) and explore the services offered, such as those noted in your unit studies:

- Career Planning Self-Assessment
- Competency Translator
- Capella Competencies in Action
- Exploration & Planning
- Networking
- On-Demand Tutorials
- Tools and Resources
- Career Exploration Guide

In your discussion post, address the following:

How do you think you might use the services of the Capella Career Center to help you stay focused on your professional goals throughout your program?

Response Guidelines

No responses to fellow learners are required for this discussion but you are welcome to offer thoughtful comments or suggestions.

Course Resources

Graduate Discussion Participation Scoring Guide

[Career Center](#)

[Welcome to the Career Center](#)

[Career Planning Self-Assessment](#)

u10d2 - Learning Components

- Explore further professional development opportunities.