

Instructor's Manual and Test Bank
***Culturally Competent Practice: Understanding Diverse
Groups and Social and Economic Justice Issues*, fourth
edition, Cengage Learning Brooks/Cole**

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CHAPTER ONE: Culturally Competent Practice

LEARNING GOALS

Upon completion of Chapter One, students should understand the following concepts:

- Demographic shift toward a significant increase of ethnic minority groups, particularly new immigrants coming into this country in the next 40 years
- The building blocks of cultural competence
- How to conceptualize and operationalize a definition of cultural competence
- The history of the cultural competence movement, the levels and dimensions of cultural competence, the ethical standards of cultural competence, beliefs and aspirations about cultural competence, and research and epistemological issues surrounding cultural competence research

CHAPTER OVERVIEW

1. The History of the Cultural Competence Movement

- a) social work involvement (Solomon, 1976; Green, 1982; Pinderhughes, 1989; Cross et. al, 1989; explain the Cross model of six anchor points along a cultural competence continuum regarding an organizational system of care, especially the culturally competent agency and cultural proficiency) (Title IV-E cultural competencies) (explain each contribution)
- b) counseling and clinical psychology involvement (APA, 1980; counseling competencies, 1982; AMCD, 1992; paradigm, 1992) (explain each contribution)
- c) federal and state government involvement (U. S. Public Health Service monographs on cultural competence; California, 1997; New York, 1998; South Carolina, 2005; New Jersey, 2005) (explain states involvement)
- d) interdisciplinary participation (medicine, psychology, and social work)

2. The Context for Cultural Competence

- a) marked increase of minority populations between 1980 and 2000 (a doubling)
- b) slow growth among non-Hispanic whites and marked increases from Hispanic and Asian populations due to the influx of new immigrants and high birth rates between 2005 and 2050
- c) implications for cultural competence knowledge and skills

3. Current Definitions and Criticisms

- a) current definitions (NASW, SAMHSA, Rothman)
- b) measurement and instrumentation (explain the findings of Boyle & Springer, 2001; Davis, 2007)

- c) epistemology (theory of knowledge) (explain the findings of Kwong, 2009; Johnson & Munch, 2009)

4. The Building Blocks of Cultural Competence

- a) Figure 1.1 (explain the eight components: construct-definition-purpose-justice-framework-theory-practice principles-evaluation)
- b) focus on the construct-definition-purpose paradigm of cultural competence as operationalization and methodological issues
- c) the construct: “a building concept integrating data on a phenomenon (a set of facts, circumstances, or experience)” (give an example)
- d) the construct, cultural competence, divided into two sub-variables: culture and competence (explain the essential meanings of culture and competence)
- e) construct meaning, use of the term, proposed definition (cultural proficiency as an operationalized variable, use of research methodology, and the three functions of cultural competence)
- f) working definition
 “the *mutual consent* of the worker and the client *to become culturally proficient by participating together in the exploration and learning of cultural and ethnic history, values, and behavioral issues* which are *relevant to understanding particular problems* in the helping relationship as part of *the micro practice process* and to work toward the development of *meso and macro policies and programs* which *benefit clients who are culturally and ethnically diverse*”
 (explain essential elements of the definition)
- g) definitional implications
 Whaley & Davis, 2007 examines the definition of cultural competence and proposes an integration of cultural competence and evidence-based practice
- h) the purpose of cultural competence
 therapeutic gain (Ridley, Baker & Hill, 2001) vs culturally based empowerment and advocacy (NASW, 2007, Standard 6, Nos. 3 & 4; Lum, 2011)

5. The Levels and Dimensions of Cultural Competence

- a) practitioner, agency, and community levels (the Miley et.al Model) (please explain)
- b) micro, meso, and macro Levels (Systems Model) (please explain and give examples from the text)

6. The Ethical Standards of Cultural Competence

- a) NASW Code of Ethics (1999), sections on cultural competence (please explain)

- b) NASW Standards for Cultural Competence in Social Work Practice (2001), Indicators (2007) (briefly explain the ten standards)

7. My Beliefs and Aspirations About Cultural Competence

- a) culturally competent practice is a major subject area and a tool
- b) cultural competence is part of a historical progression and a rubric (directional title)
- c) cultural competencies are measureable outcomes
- d) cultural competence involves a broad diversity of clients
- e) the cultural competence movement has grown fast in the last two decades

Test Bank

1. The major demographic population trend in the United States between 1980 and 2000 was _____.
2. Between 2005 to 2050 the demographic profile of ethnically and age diverse people in the United States will be marked by the increase of _____ and _____.
3. A construct is _____.
4. Ridley, Baker & Hill (2001) has a three part paradigm consisting of _____, _____, and _____.
5. Culture is _____.
6. Competence is _____.
7. According to Lum , a working definition of cultural competence in a social work practice context involves _____.
8. Whaley & King (2007) propose a relationship between _____ and _____.
9. According to Lum, the purpose of cultural competence social work practice is _____.

10. The contributions of Solomon (1976) and Cross et.al (1989) were _____.
11. Miley et. al (1998) view cultural competence on three levels: _____, _____, and _____.
12. Cross et. al define the culturally competent agency as _____ and cultural proficiency as _____.
13. The NASW (2001) *Standards for Cultural Competence in Social Work Practice* contains Standard 6 on _____ and _____.
14. Boyle & Springer (2001) and Davis (2007) were concerned about _____ and _____.
15. Kwong (2009) and Johnson & Munch (2009) were concerned about the subject called _____.

Answer Key

1. Marked increase in minority populations
2. immigrants and high birth rates of their children
3. a building concept integrating data on a phenomenon (a set of facts, circumstances, or experience)
4. construct, definition, and purpose
5. shared meanings and behaviors in a social activity setting with external and internal learning patterns that are constantly changing
6. a striving toward mastery of a particular ability or area of expertise
7.
 - a) the *mutual consent* of the worker and the client to become *culturally proficient*
 - b) by participating together in the *exploration and learning* of *cultural and ethnic history, values, and behavioral issues* which are
 - c) relevant to *understanding particular problems* in the helping relationship as part of the *micro practice process* and
 - d) to work toward the development of *meso and macro policies and programs* which *benefit clients* who are culturally and ethnically diverse
8. cultural competence and evidence-based practice

9. culturally based empowerment and advocacy
10. Black empowerment, cultural competence continuum of organizational system care
11. practitioner, agency, and community
12. having attitudes, practices, and policies that demonstrate *respect for different cultures and people* by seeking and incorporating *advice and consultation from ethnic and racial communities*

sensitivity to cultural differences and diversity, improved cultural quality of services and promotion of diverse group *cultural relations*
13. empowerment and advocacy
14. measurement and instrumentation
15. epistemology

Exercise

At the beginning of the course, have your students take the Social Work Cultural Competencies Self-Assessment Pretest instrument and the Social Work Cultural Competencies with Culturally Diverse Groups and Social and Economic Justice Pretest instrument. The purpose is to establish a pre-test baseline of beginning cultural competence at the start of the semester. During the last class session the post-tests of both instruments should be administered in order for the instructor to gather data regarding competency text content outcome measurements. As the instructor for the course using this text and instruments you have an opportunity to conduct small group survey research on teaching culturally competent practice concepts in social work education. You are encouraged to use the data from the pre and post tests for research, writing, and publication. Please contact me at domanlum@gmail.com for consultation and assistance in your culturally competent teaching and research needs.

CHAPTER TWO: Social Context

LEARNING GOALS

Upon completion of Chapter Two, students should understand the following concepts:

- The meaning of the term, social context
- The Contextual Realities Framework
- Social stratification, power and privilege, social class and classism, majority and minority status, acculturation, racism, ethnocentrism, sexism, homophobia, ageism, prejudice, discrimination, oppression, violence
- Strategies for Coping with Contextual Realities
 - Practice social justice
 - Practice empowerment of self, others, and community
 - Affirm the reality of diversity
 - Focus on the lenses of the client
 - Be the transcendent person

CHAPTER OVERVIEW

1. The Meaning of Social Context

a) Social Setting

Social setting “influences how persons act, react, and interact in many ways. Socio-environmental impacts affect psycho-individual reactions of the person. Behind every action in the environment is the action, reaction, and interaction of the individual, group, neighborhood, and community.” (give an example)

b) Contextualization

“A focus on the client’s own understanding of self that allows a dialogue between the worker and the client to occur based on the client’s reality. It involves a reaching into the client and for the client’s context, particularly through life stories of the person in order to understand contextual behavior.” (give an example)

c) Contextual Realities

“Social conflicts in society (e.g. the relationships of societal forces which impact individual and group behavior are a part of the history of social stratification, negative ideology and beliefs, affective attitude, and behavioral reactions.)” (give examples)

Contextual Reality Questions

Are there overwhelming societal structural forces which impede us and divide us into the wealthy and the poor, the haves and have-nots, and the oppressors and the oppressed?

Are racism, ethnocentrism, sexism, homophobia, and ageism alive and flourishing in the minds and behavior of people who prey on others and in the policies and practices of institutions that interact with us?

Does the practicing of social justice make a difference to reduce these contextual realities?

Does the reality of growing diversity and the presence of difference serve as counter forces for the common good?

(give some time in class to discuss these questions)

d) Contextual Realities Framework

Framework Elements

Structural status (“a social structure which separates people into various categories and classifications”) (social stratification: “society is stratified or separated into groups according to social class, birth, education, income and other socio-economic factors.”) (give an example in the local community)

Ideological Beliefs (“In a social stratification system which reinforces structural status there are learned biases from parents, neighbors, friends, church, and community. These learned biases become a way of thinking and eventually a belief system which is confirmed and reaffirmed by negative social interaction.”) (give an example of the development and nature of ideological beliefs)

Affective Expression (negative attitudinal response from cognitive ideological beliefs)

Behavioral Reactions (negative behavioral responses connected to attitudinal affect and cognitive belief systems)

Framework Concepts

Structural Status

Power and privilege (Sue, 2006 on whiteness, white supremacy, white privilege, and racism)

Social class and classism (Aguirre & Baker, 2008 on race and gender stratification; Liu et. al on four forms of classism)

Majority and minority status (meaning of the terms)

Acculturation (Paniagua, 2005 on four models of acculturation)

Ideological Beliefs

Racism (definition; Constantine, 2006 on four dimensions of racism)
 Sexism (definition)
 Ethnocentrism (definition)
 Homophobia (definition; Tully, 2000 on institutional, individual, and internalized homophobia)
 Ageism (definition)

Affective Expression

Prejudice (definition; Allport, 1954 on definition and social contact theory; Haberman, 1994 on concrete ways to reduce prejudice)

Behavioral Reactions

Discrimination (definition)
 Oppression (definition; Young, 1990 on the five faces of historical oppression; Freire, 1970 on the pedagogy of the oppressed and the pedagogy of their liberation)
 Violence as an expression of discrimination and oppression (definition)

e) Coping with Contextual Realities

1. Strategy One: Practice Social Justice

Practice the principles of human rights and social justice and economic justice in interactions with individuals, families, groups, and communities and in the formulation of policy, legislation, program, and administration.

Communitarian justice as a form of social justice is based on “collective decision making and community involvement over issues of injustice facing the community.”

(Draw from Chapter Three, Human Rights and Social and Economic Justice, practice principles which are applicable to this strategy)

2. Strategy Two: Practice Empowerment of Self, Others, and Community

Empowerment Strategy involving racism and sexism (Gutierrez & Lewis, 1999 on five steps)

Empowerment Strategy to work with gays and lesbians (Tully, 2000 on four steps)

3. Strategy Three: Affirm the Reality of Diversity

Diversity (“the recognition of differences and similarities in the experiences, needs, and beliefs of people”)

Four categories of diversity (Schrivers, 2001)

4. Strategy Four: Focus on the Lenses of the Client

Client perspectives of contextual realities

Our response to the client’s directions and perception of problems, experiences, and significant others

5. Strategy Five: Be the Transcendent Person

The transcendent person (Lee & Ramirez, 2000)

Practical Steps to Transcend Negative Situations

Test Bank

1. Social context involves _____ and _____.

2. Social stratification is

_____.

3. Social class is

_____.

4. Classism is

_____.

5. Majority status is

_____.

6. Minority status is

_____.

7. Acculturation is

_____.

8. Racism is

9. Ethnocentrism is

10. Sexism is

11. Tully (2000) discusses three components of homophobia: _____,
_____, and _____.

12. Ageism is

13. Prejudice is

14. Discrimination is

15. Young's five faces of oppression are: _____,
_____, _____, and _____.

16. Two major themes of Freire (1970) are: _____ and
_____.

Answer Key

1. social setting and contextualization
2. the view that society is stratified or separated into groups according to social class, birth, education, income, and other socio-economic factors
3. the social hierarchical arrangement of people based on economic power and status difference
4. people live in economic cultures that place demands and expectations producing values and norms to which individuals must adhere to remain congruent with others in a particular economic culture
5. power and control of socio-economic resources by the numerical majority of people, although a powerful minority may form the majority through the possession of force, wealth, status, and family connections.

6. the inferior and unequal rank in power and access to resources of a disadvantaged group in relation to the superiority in power and resources of the dominant majority.
7. the adjustment and adaptation of the individual from the culture of origin to the dominant culture
8. the cognitive belief that one ethnic group is superior to and dominant over another inferior and subjugated group supposedly because of genetic composition, intelligence, skin color, character or a related rationale.
9. the focus on one's own ethnic-cultural group as the reference point for making judgments on encountered situations.
10. norms and expectations that assign women subordinate place with regard to men
11. institutional, individual, and internalized
12. negative attitudes and stereotypes experienced by older persons as a form of bigotry and prejudice
13. an attitudinal and negatively affective response toward an excluded group or individual members
14. behavioral response that is unfavorable to members of an ethnic, gender, sexual orientation, or related out-group.
15. exploitation, marginalization, powerlessness, cultural imperialism, and double consciousness
16. the pedagogy of the oppressed and the pedagogy of their liberation

Exercise

The Contextual Realities and Teachable Moments section of the chapter reports two case studies: The Case of Henry Louis Gates, Jr & James Crowley and The Case of Taylor Swift & Kanye West. Using the five strategies (justice, empowerment, diversity, lenses of the client, and transcendent person), select the most applicable strategy/ies which address the issues of the case situations and discuss them in small groups. Talk about alternative ways which the Gates & Crowley and the Swift & West encounters could have been handled to promote justice and fairness.