

Select

## Diversity Related Resources

**THE CROSS CULTURAL HEALTH CARE PROGRAM**  
[www.xculture.org](http://www.xculture.org)

**DIVERSITY RX**  
[www.diversityrx.org](http://www.diversityrx.org)

**NATIONAL MULTICULTURAL INSTITUTE**  
[www.nmci.org](http://www.nmci.org)

**U.S.CENSUS BUREAU (minority links)**  
[www.census.gov/pubinfo/www/hotlinks.html](http://www.census.gov/pubinfo/www/hotlinks.html)

**SPIRITUAL DIVERSITY & SOCIAL WORK RESOURCE CENTER**  
[www.socwel.ku.edu/candagrants/HFC4.htm](http://www.socwel.ku.edu/candagrants/HFC4.htm)

**CENTER FOR IMMIGRATION STUDIES**  
[www.cis.org](http://www.cis.org)

**INSTITUTE FOR GAY & LESBIAN STRATEGIC STUDIES**  
[www.iglss.org](http://www.iglss.org)

**NATIONAL ORGANIZATION ON DISABILITY**  
[www.nod.org](http://www.nod.org)

**WORLD HEALTH ORGANIZATION**  
[www.who.int/en](http://www.who.int/en)

**CENTER FOR THE STUDY OF WELFARE POLICY**  
[www.rand.org/labor/socialwelfare/index.html](http://www.rand.org/labor/socialwelfare/index.html)

**THE CALIFORNIA ENDOWMENT**  
[www.calendow.org](http://www.calendow.org)

**INTERNATIONAL FEDERATION OF SOCIAL WORKERS**  
[www.ifsw.org](http://www.ifsw.org)

**NATIONAL CENTER FOR LAW & ECONOMIC JUSTICE**  
[www.nclej.org](http://www.nclej.org)



**USC**  
SCHOOL OF  
SOCIAL WORK

# DIVERSITY



# USC SCHOOL OF SOCIAL WORK COMMITMENT TO DIVERSITY

- ◆ Diverse faculty and student body
- ◆ Consistent offering of "All School Day"
- ◆ Field placement offerings in diverse communities
- ◆ Diversity electives available in all concentrations
- ◆ Faculty training/support to enhance diversity integration across the curriculum
- ◆ Diversity resources made available to faculty and student  
(eg, posted on intranet, provided in seminars and international opportunities)

The MSW curriculum prepares students for advanced practice with diverse populations in urban and global environments and systems. Diversity is integrated throughout the curriculum (rather than in required diversity courses) and throughout the school as a component of informal, extracurricular and student-led learning opportunities. The model below depicts an example of a culturally receptive approach to practice and outreach. This model suggests that developing knowledge, self-awareness (attitude/values) and skills is necessary to understand the various intersecting dimensions of culture and to apply them to each individual we serve.

## Knowledge

- ◆ Knowledge of community from an emic (insider) perspective
- ◆ Recognize lack of knowledge

## Attitude

- ◆ Recognize possibility of learning
- ◆ Let competent community members teach us
- ◆ Everyone has a culture, including us
- ◆ Respect all opinions beliefs and styles

## Skills

- ◆ Learner/facilitator and educator-guided by the strengths and needs of the community

Adapted from: Gutierrez-Mayka and Contreras-Neira (1998, p138) and Lum (1999).

### CSWE ACCREDITATION STANDARD:

We are committed to making specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced.

*For more information  
please contact:*

sowkdiversitycommittee@gmail.com

<http://sowkweb.usc.edu/currentstudents/diversitywebsites.html>

## TERMINOLOGY QUIZ

1. Oppression 2. Ethnicity 3. Prejudice 4. Diversity 5. Racism 6. Race  
7. Resilience 8. Culture 9. Discrimination 10. Stereotype 11. Acculturation

- .....
- A. The modification of the culture of a group or individual as a result of contact with a different culture.
  - B. The ability to recover quickly from illness, change, or misfortune; buoyancy.
  - C. A conventional, oversimplified conception, opinion, or image.
  - D. Lens that guides our perception of the world. Integrated pattern of human behavior that includes thought, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group.
  - E. A term used to distinguish people based on their visible racial characteristics, most notably skin color and facial features.
  - F. Treatment or consideration based on class or category rather than individual merit; unfair treatment of a person or group on the basis of prejudice.
  - G. A term used to distinguish people based on their culture of origin.
  - H. A belief that race accounts for differences in human characteristic or ability and that a particular race is superior to others; a policy, system of government, etc., based upon or fostering such doctrines.
  - I. An unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.
  - J. The exercise of authority/power in a burdensome, cruel, or unjust manner; the feelings of being heavily weighed down in body or mind.
  - K. Variety; the condition or result of being changeable; a point of difference.

## STRATEGIES TO ADDRESS DIVERSITY CONCERNS

- ◆ Participate in a caucus to find support from others who share one or more parts of your culture/identity.
- ◆ Locate a faculty/staff/provider mentor skilled in culturally relevant practice or even personal struggles.
- ◆ Be open-minded to new experiences/differences: GET INVOLVED!
- ◆ Be flexible to change behavior to fit demand.
- ◆ Create or strengthen a reference group identity (student, clinician, athlete)
- ◆ Embrace the values of multiculturalism and multiple identities - join other caucus groups or attend various events and activities.