



PERGAMON

International Journal of Intercultural Relations
24 (2000) 279–289

International Journal of
INTERCULTURAL
RELATIONS

www.elsevier.com/locate/ijintrel

Student perceptions of culture: an integral part of social work practice

María Juliá*

The Ohio State University, College of Social Work, 1947 College Road, Columbus, OH, 43210, USA

Abstract

Sensitivity to and knowledge of multicultural practice has been viewed as an important priority for social work education in the United States. Since 1968, the Council on Social Work Education has not only required that social work education programs reflect the diversity of a pluralistic society, but has also mandated that social work curriculum include content for cultural competence. This paper reports the findings of an exploratory study designed to explore the extent to which social work students recognize the need for cultural knowledge, sensitivity, and awareness, in their educational programs and professional practice. The results reflect the need for research to establish empirically the progress that has been made in the area of multicultural education and practice in social work. © 2000 Elsevier Science Ltd. All rights reserved.

Keywords: Social work; Culture; Multicultural education; Social work education; Diversity

1. Introduction

The development of knowledge and skills related to multicultural practice has been acknowledged as an important priority for social work education in the United States for more than 30 years. Since 1968, the Council on Social Work Education (CSWE) has required that social work education programs reflect the diversity of a pluralistic society, and has mandated that the social

* Fax: +1-614-292-3501.

E-mail address: julia.1@osu.edu (M. Juliá).

work curriculum include content for “cultural competence” (originally, Standard 1234A; currently, curriculum policy statement 6.6). Chau (1990) states the case clearly: social work educational programs must provide students with “the awareness and knowledge that ours is a pluralistic society and to prepare them to work effectively with people of diverse ethnic and racial backgrounds and with the social institutions impacting client lives” (p. 131).

Social work literature extensively documents the developing conceptions of social work practice with cultural diversity, and indicates a number of proposals and frameworks which focus on the inclusion of multicultural content in the social work curriculum (Canda, 1989; Chau, 1990; Chestang, 1988; Fellin, 1988; Gallegos, 1985; Garland & Escobar, 1988; Herrick, 1991; Horner & Borrero, 1981; Lister, 1987; Norton, 1978; Sue, 1991). This literature presents a constant call not only for cognitive mastery of multiculturalism, but for cultural self-awareness, introspection, and conscientiousness about attitudes associated with multiculturalism. Van Soest (1994) provides an excellent summary of scholarly efforts in this direction.

This paper reports the findings of a survey designed to explore the extent to which social work students recognize cultural awareness and competency as necessary components of their educational programs. The purpose of the exploratory survey and the paper is to explore the extent to which students perceive the relevance of cultural understanding and sensitivity to their professional practice.

2. Background

The historical and political context that precipitated the infusion of multicultural education takes us back to the social revolutions of the sixties — a period that “mandated an accelerated and not universally welcome egalitarianism for our society” (Matsushima, 1981, p. 216). The Civil Rights Movement brought “a realization that curriculum in most schools of social work reflected a cultural singularism, developed, designed and reflective of the norms and values of the dominant culture” (Leon, 1981, p. 15). The social and political challenges of the times were reflected in the National Association of Social Workers (NASW) establishing and highlighting policies designed to acknowledge new professional priorities and responsibilities with respect to ethnic minorities (Williams, 1988). For the CSWE, the challenge was to develop an ethnically sensitive curriculum that would “provide the knowledge, skills, and understanding essential to effective social work practice in diverse settings” (Holmes & Mathews, 1993, p. 43). CSWE responded by implementing multicultural social work education goals operationalized through Standard 1234A.

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات