

Culturally Responsive Scorecard for Social Worker Continuing Education

Scorecard Section Summaries

Diversity of Population

This section evaluates the level of representation of diverse populations, experiences, and belief systems. It is imperative that groups are not represented in a stigmatizing or monolithic scope.

Accurate Portrayals

This section evaluates how differing or contradictory assumptions about identities are presented and addressed within the content and connected within social and systematic constructs.

Decolonization/Power and Privilege

This section evaluates the historical accuracy and inclusion of marginalized groups, their contributions, and how the facilitator encourages reflective discussion around the content.

Centering Multiple Perspectives

This section evaluates how contributions from marginalized communities are highlighted and validated; while prioritizing voices often dismissed or ignored in traditional settings.

Connect Learning to Real Life & Action

This section evaluates opportunities for advocacy outside of the training session, into the daily practices of the participants.

Teaching Materials

This section evaluates the effectiveness of the learning tools utilized to reinforce the content, critical thinking, and incorporation of the information.

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Adapted with permission from [NYU Culturally Responsive Curriculum Scorecard](#)

Best practices/tips for effective facilitation:

NASW-OH is looking for continuing education content that considers nuances and does not assume certain characteristics based on identity or status. For example, populations of color are not assumed to have low family wealth, low educational attainment and/or low income. Populations of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic. Furthermore, NASW-OH is looking for presenters to acknowledge limitations in representation during the delivery of content. Presenter should be able to articulate the healthy representation of diversity throughout the presentation. Content should refrain from incorporating hostility towards marginalized groups- verbally and nonverbally. Participants should feel as though they and others are treated respectfully.

Culturally Destructive	Culturally Insufficient	Emerging Awareness	Culturally Aware	Culturally Responsive
-30 to -11	-10 to 0	1 to 10	11 to 19	20 to 30
The content likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in populations, and the content provides zero opportunities for presenters to engage in cultural responsiveness. There is little to no diversity among content contributors and populations.	The content likely has culturally and racially ambiguous content. Few populations and their stories are portrayed in a culturally and historically accurate way. There is likely little to no diversity among content contributors and populations.	The content likely represents some groups in diverse and dynamic ways but not all. Some populations are portrayed in culturally and historically accurate ways, while others are still depicted as stereotypes. There is likely little diversity among content contributors.	The content likely captures a decent representation of diverse populations, who are generally portrayed in accurate and dynamic ways. There is likely some diversity among the content contributors and populations.	The content likely captures a wide representation of dynamic populations that are reflected in accurate and appropriate cultural and historical contexts. This content was likely co-authored by a diverse group of contributors.

Scorecard Tallies

Culturally Destructive	Culturally Insufficient	Emerging Awareness	Culturally Aware	Culturally Responsive
Total Score =		Cultural Responsiveness Rating =		

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Social Work Adapted Scorecard Statements		CD -2	CI -1	EA 0	CA 1	CR 2
Diversity of Populations	1. People of divergent backgrounds and identities are represented in the training. ☐ Race ☐ Ethnicity ☐ Culture ☐ Language ☐ Religion/Spiritual beliefs ☐ Gender identity/Expression ☐ Sexual orientation/LGBTQ family ☐ Family structure (adoption, LGBTQ+, multigenerational, etc.) ☐ Abilities (neurodiverse, physically challenged, etc.) ☐ Educational attainment					
	2. Populations are represented with sufficient nuance to reflect differences within groups (not all Black people live in the inner city; not all gay men are flamboyant)					
Accurate Portrayals	3. Divergent gender identities are recognized and respected in the content.					
	4. Social situations and problems are not seen as individual problems but are situated within a societal context.					
Decolonization/ Power and Privilege	5. Content highlights historical context and reflects marginalized groups, what they add to the body of work and how they are impacted.					
	6. Content reflects strengths-based perspective and does not solely focus on deficits.					
	7. Facilitator creates opportunities to engage in critical discourse around the content and materials presented.					

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Centering Multiple Perspectives	8. Content recognizes the validity and integrity of human experiences and cultural contributions that are represented within historically marginalized communities of color, indigenous groups, and diverse identities.					
	9. Content represents multiple perspectives on shared events or experiences, while prioritizing voices often silenced of marginalized people/communities.					
Connect Learning to Real Life & Action	10. Content promotes meaningful engagement in anti-oppressive advocacy to disrupt social injustice and promote cultural inclusivity within the school, place of employment, and the local community.					
Teaching Materials	11. Reflection is used as a learning activity at least once.					
	12. Facilitator creates opportunities to engage in critical discourse around the content and materials presented. (Duplicated from decolonization section)					
	13. At least 1 activity to acknowledge biases and gaps between their own culture and dominant culture.					
	14. The presenter acknowledges participants' real-life experiences as equally valid.					
	15. Teaching materials are interactive and offer opportunities for participants to self-reflect and engage with the materials via: ☐ Acknowledging biases ☐ Acknowledging gaps between their own culture and dominant cultures ☐ Contribution of prior knowledge ☐ Making real-life connections between content and practice ☐ Critical analysis of current and historical practices					