

Critical Journal Entry Guidelines

The goal of the Critical Journal Entries is to provide students with a guided opportunity to reflect on their experiences at their site(s) thus far; specifically, those experiences that have led to strengthened cultural competence. Students may choose to complete a written or video response for their critical journal entry.

First, please provide some context regarding this journal entry.

- Name of the site:
- Diverse people group(s) at site:
- Number of hours you engaged with this site when this situation occurred:

Now, offer a critical reflection on the experience you had to each of the five prompts below.

- Written response: 1-2 full paragraphs are required for each prompt. Underline/bold each concept from HDFS 335 that have integrated into your response (a total of at least 3 concepts are required).
- Video response: A 1-2 minute response is required for each prompt. At the beginning of your response, state the concepts from HDFS 335 that you will be discussing (a total of at least 3 concepts are required).

1. Describe, in detail, the specific situation you observed or participated in that you feel served to strengthen your cultural competence.
2. What did this experience teach you about the people group(s) you are engaging with? Be specific.
3. What did this experience teach you about yourself regarding your own cultural competence?
4. How were elements of privilege and oppression prevalent in this situation?
5. What new questions do you have about this/these people group(s)? How might you go about learning this information?

Mastery responses will:

- articulate insights into own cultural rules and biases (e.g. seeking complexity; aware of how student's personal experiences have shaped these rules, and how to recognize and respond to cultural biases);
- demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices;
- interpret intercultural experience from multiple perspectives and demonstrates an ability to act in a supportive manner that recognizes the feelings of another cultural group; and
- articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).

HDFS 336 Critical Journal Entry Grading Rubric: 20 Points

Criteria	Distinguished Level 5 points	Proficient Level 3-4 points	Intermediate Level 2-3 points	Novice Level 0-1 point
1. Knowledge of Cultural Self-Awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self- description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (e.g. uncomfortable with identifying possible cultural differences with others.)
2. Knowledge of Cultural Worldviews and Frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs and/or practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
3. Empathy Skills	Interprets intercultural experience from multiple perspectives/ worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one perspective/worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives/worldviews but responds in all situations with own worldview.	Views the experience of others but does so through own cultural perspective/worldview.
4. Verbal and Non-Verbal Communication Skills	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and skillfully negotiates a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.