

PSY636 Cultural Competence in Professional Practice

(3 credit hours)

Course Syllabus

Course Description

Students will work to increase awareness of and appreciation for cultural differences. The course will require that participants consider and examine their own values, attitudes and biases; reflect upon personal life experiences that have contributed to their understanding of differences and diverse cultures; examine how mental health/forensic issues are viewed in the context of the value systems embraced by different cultures; apply analysis to understand organizational barriers that interfere with providing culturally competent services; develop an action plan for addressing culturally competent services in agencies, create a culturally competent agency.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Discuss issues of Race, Ethnicity, and other group life-experiences.
2. Explain the differences between media portrayal of the field, both positive and negative, as they relate to the reality of working in the field.
3. Differentiate the nature of prejudice and discrimination from an empirical (scientific) and experiential standpoint.
4. Summarize federal mandates and laws that pertain to Cultural Competence in the workplace.
5. Define cultural competence, identify barriers and challenges, and the solutions to cultural competence in agencies.
6. Examine the Cross-Continuum, MCOB, linguistic competence, and the CLAS Standards.
7. Evaluate cultural competence programs at your own agency as well as other agencies.
8. Create an agency assessment program for your/other agencies and implement the standards.

Prerequisites/Corequisites

JUS525

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Schaefer, R. T. (2019). *Racial and ethnic groups*. (15th ed.). Boston: Pearson College

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Graded assessments for this course consist of weekly forum discussions (50 points each); six weekly reflection papers (75 points each), and a final presentation in Week 7 (200 points).

Note well: in weeks 3, 5, 6 you will meet with someone, conduct an interview, or make a site visit in the “real world.” Please **schedule those experiences **ASAP** to avoid last-minute scrambling. With a 7-week term you can’t afford to fail an assignment due to the inability to schedule time to meet with a busy professional, find a suitable event, or hear back from a**

potential site or interviewee.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions 50	350						
Assignments 75	Assignments 75	Assignments 75	Assignments 75	Assignments 75	Assignments 75	Assignments 200	650
125	125	125	125	125	125	250	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Week 1 - Perspectives on Race/Ethnicity

- WED: Activity 1.1 (Forum): Meet Your Peers - Initial Post
- WED: Activity 1.2 (Forum): Immigration and Citizenship - Initial Post
- SAT: Activity 1.1 (Forum): Meet Your Peers - Secondary Posts
- SAT: Activity 1.2 (Forum): Immigration and Citizenship - Secondary Posts
- SUN: Activity 1.3: Privilege and Prejudice

Week 2 - Race, Religion, and Early History

- WED: Activity 2.1 (Forum): History of African Americans and Civil Rights - Initial Post
- SAT: Activity 2.1 (Forum): History of African Americans and Civil Rights - Secondary Posts
- SUN: Activity 2.2: Civil Rights

Week 3 - Culture, Politics, and Religion

- WED: Activity 3.1 (Forum): Jewish and Muslim People - Initial Post
- SAT: Activity 3.1 (Forum): Jewish and Muslim People - Secondary Posts
- SUN: Activity 3.2: Cultural Immersion Experience and Reflection Paper

Week 4 - Asian Americans, Latinos, Mexican Americans, and Puerto Ricans

- WED: Activity 4.1 (Forum): Racial and Ethnic Stereotypes - Initial Post
- SAT: Activity 4.1 (Forum): Racial and Ethnic Stereotypes - Secondary Posts
- SUN: Activity 4.2: Media Reaction Paper

Week 5 - Other Patterns of Dominance

- WED: Activity 5.1 (Forum): Examination of Legal Issues - Initial Post
- SAT: Activity 5.1 (Forum): Examination of Legal Issues - Secondary Posts
- SUN: Activity 5.2: Cultural Immersion Experience

Week 6 - Cultural Competence and Multicultural Organizational Development

- WED: Activity 6.1 (Forum): Evaluating CLAS Standards - Initial Post
- SAT: Activity 6.1 (Forum): Evaluating CLAS Standards - Secondary Posts
- SUN: Activity 6.2: Reflection and Interview on CLAS Standards

Week 7 - Applying Cultural Competence to the Workplace

- WED: Activity 7.1 (Forum): Implementation of CLAS Standards - Initial Post
- FRI: Activity 7.2: Culturally Competent Agency Presentation
- SAT: Activity 7.1 (Forum): Implementation of CLAS Standards - Secondary Posts

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

- provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.