

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**ATEP 205 — Cultural Competence (3)**  
**Spring 2013**

DAY/TIME:	NET	LOCATION:	NET
INSTRUCTOR:	Candace S. Parham, MS, ATC	EMAIL ADDRESS:	cparham@gmu.edu
OFFICE LOCATION:	Bull Run Hall 208C	PHONE NUMBER:	703-993-4389
OFFICE HOURS:	TW 10:30 – 11:30 A.M.	FAX NUMBER:	703-993-2025
DEPT. WEBSITE:	<a href="http://www.rht.gmu.edu">http://www.rht.gmu.edu</a>	CLASS WEBSITE:	<a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a>

**PRE/CO-REQUISITES**

**Pre-requisites:** None

**Co-requisite:** None

**COURSE DESCRIPTION**

An exploration of cultural competence and its integration for effective professional practice. Topics include communication styles, daily living practices, common sensitivities, self-awareness, and historical cultural implications in multicultural environments.

**COURSE OBJECTIVES**

Upon completion of the course the student will be able to:

1. Describe the current demographic changes in the United States;
2. Define culture and related concepts;
3. Develop self-awareness of personal culture;
4. Explain the influence of one's personal views on social interactions;
5. Identify techniques to alter disparities;
6. Explain historical events that have shaped various populations' social interactions;
7. Describe behavioral and social factors that affect population health;
8. Identify characteristics, communication styles, daily living practices, common sensitivities, and conditions that are distinctive to various cultures;
9. Communicate effectively and appropriately with verbal and nonverbal behaviors in multicultural environments; and
10. Demonstrate the ability to work effectively with people from different cultural populations.

**COURSE OVERVIEW**

This course is discussion-based and is designed to equip students with the knowledge, skills, and attitudes required to practice as culturally competent professionals. Topics will include disparities among cultures; race and ethnicity; and the roles in cultural interactions as played by gender, age, sexuality, socioeconomic status, disabilities, and developmental differences. Students will participate in on-line discussions and activities, post weekly on-line journal entries, attend a cultural event, and develop a personal action plan/mission statement at the end of the semester.

**Attendance**

Students are expected to actively participate in all online discussions and submit all assignments in a timely fashion. Learning modules (including but not limited to readings, videos, journal entries, and on-line discussions) must be completed by 9:00 A.M. every Monday. *In the case of illness, the student has one week to arrange assignment submission. Official documentation from a physician will be required.* It is the responsibility of the student to initiate said arrangement and to contact the course instructor about conflicts resulting from illness.

## Academic Responsibility

Although many students must work to meet living expenses, **employment must not take priority over academic responsibilities**. Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment. Please see the GMU Academic Catalog ([http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration\\_attendance](http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance)) for further information.

## Communication

Please allow the instructor at least one full business day to reply before emailing again on the same subject. Also, be sure you are using @gmu.edu, as instructors do not have the @masonlive.gmu.edu account.

## NATURE OF COURSE DELIVERY

All content will be delivered via the George Mason University Blackboard System 9.1 including quizzes and the final exam. This is accessed through the “My Mason” portal located on the main page of the University. The course content will be provided each week in the form of a learning module specific to that week’s topic.

## REQUIRED READINGS

1. Perez MA, Luquis, RR. *Cultural Competence in Health Education and Health Promotion*. San Francisco: Jossey-Bass; 2008.

## ADDITIONAL REQUIRED READINGS (link provided or available through Mason Libraries e-journals)

1. Campinha-Bacote, J. The process of cultural competence in the delivery of healthcare services: a model of care. *Journal of Transcultural Nursing*. 2002; 13:181-184. [http://www.med.umich.edu/multicultural/files/resources/campinha\\_bacote.pdf](http://www.med.umich.edu/multicultural/files/resources/campinha_bacote.pdf). Accessed January 21, 2013.
2. Georgetown University Center on an Aging Society. Cultural competence in health care. Is it important for people with chronic conditions? Georgetown University Center on an Aging Society. <http://ihcrp.georgetown.edu/agingsociety/pdfs/cultural.pdf>. Published February 2004. Accessed January 21, 2013.
3. Horowitz, CR, Kolson, KA, Hebert, PL, et al. Barriers to buying health food for people with diabetes: evidence of environmental disparities. *American Journal of Public Health*. 2004; 94:1549-1554. (available through Mason Libraries e-journals)
4. Masser, B, Phillips, L. “What do other people think?”—The role of prejudice and social norms in the expression of opinions against gay men. *Australian Journal of Psychology*. 2011; 55:184-190. (available through Mason Libraries e-journals)
5. McIntosh, P. White privilege: unpacking the invisible knapsack. (Excerpted from *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies*.) Available at: <http://ted.coe.wayne.edu/ele3600/mcintosh.html>. Accessed January 21, 2013.
6. Paeratakul, S, Lovejoy, JC, Ryan, DH, et al. The relation of gender, race and socioeconomic status to obesity and obesity comorbidities in a sample of US adults. *International Journal of Obesity*. 2002; 26, 1205-1210. <http://www.nature.com/ijo/journal/v26/n9/pdf/0802026a.pdf>. Accessed January 21, 2013.
7. Rashidi, A, Rajaram SS. Culture care conflicts among Asian-Islamic immigrant women in US hospitals. *Holistic Nursing Practice*. 2001; 16:55-64. (available through Mason Libraries e-journals)

## SUGGESTED READINGS

1. Cartwright L, Shingles, R. *Cultural Competence in Sports Medicine*. Champaign: Human Kinetics; 2011.

## EVALUATION

The course instructor assigns the final grade based on several specific requirements for the following assignments:

### Culture Shock Reflection

Students will attend an event of their choosing (e.g., festival, holiday celebration, social gathering) outside of scheduled class time that is primarily attended by members of a culture different from their own and submit a 2-3 page personal reflection of the experience. Students are required to submit proof of their attendance via a scanned copy of the event program, photographs, video, etc.

## **Discussions**

Students are expected to participate in all discussions as assigned by the instructor as part of the learning modules. Each student's ten best discussion grades will be calculated into the final grade. Initial discussion posts should be 75-100 words. Response posts may be more concise or extended as needed to address a point. Additionally, each student will act as the discussion board facilitator for one week. During a student's week as facilitator, he/she is responsible for coming up with the discussion questions for the class to address. The questions must be posted to the appropriate discussion forum by 9:00 A.M. on the corresponding Monday. Students should sign up for the topic they wish to facilitate in the discussion forum. See the Assignments page on Blackboard for more information on the discussion grading.

## **Final Comprehensive Exam**

There will be a mixed format (e.g., multiple choice, true/false, short answer, fill in the blank, matching) final comprehensive examination administered via Blackboard. The exam will cover material from the textbook and other assigned readings/viewings. The final exam is open book, closed buddy.

## **Journal Entries**

Students are expected to complete all journal entries as assigned by the instructor as part of the learning modules. Each student's ten best journal grades will be calculated into the final grade. The journal prompts will probe more deeply into the week's topic and will allow students a more private mode of expressing thoughts on the topic for the week. Journal entries should be 250-500 words. Each student's journal is viewable by the author of the entry (the student) and the reader (the instructor) only. See the Assignments page on Blackboard for more information on the journal grading.

## **Personal Mission Statement and Action Plan**

Students will write a personal mission statement and an action plan for implementation of culturally competent professional practice. See the Assignments page on Blackboard for more information on the mission statement and action plan grading.

## **Quizzes**

Students will complete six quizzes over the course of the semester. The quizzes will be completed as part of the learning modules and may vary in format. All quizzes are open book, closed buddy.

## **ADDITIONAL INFORMATION ON ASSIGNMENTS**

### **Videos**

The videos that are assigned for viewing have been embedded into Blackboard for your convenience. If you prefer watching them in YouTube, the title appears at the top of the video in white text. Click the text to go directly to the video on YouTube.

### **Anonymous Responses**

Occasionally, information will be required for the following week's module that may be best shared anonymously. When that is the case, students will be notified to send their responses to the instructor via email the week prior to the associated module.

### **\*Extra Credit\***

There are so many topics to be discussed that it is impossible to cover them all in the amount of time available. However, occasionally, hot topics may arise throughout the semester that are discussion-worthy. When that is the case, extra credit may become available in some format.

## GRADING

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Culture Shock Reflection	1	100	100
Discussions	10	15	150
Final Comprehensive Exam	1	75	75
Journal Entries	10	12	120
Personal Mission Statement and Action Plan	1	25	25
Quizzes	6	5	30
<b>TOTAL</b>			<b>500</b>

### Course Grading Scale

The student's final letter grade will be earned based on the following scale:

A: 465 – 500 pts. (93%)

C+: 385 – 399 pts. (77%)

A-: 450 – 464 pts. (90%)

C: 365 – 384 pts. (73%)

B+: 435 – 449 pts. (87%)

C-: 350 – 364 pts. (70%)

B: 415 – 434 pts. (83%)

D: 315 – 349 pts. (63%)

B-: 400 – 414 pts. (80%)

F: < 315 pts.

<b>WEEK</b>	<b>DAYS</b>	<b>TENTATIVE TOPIC</b>	<b>READINGS/ASSIGNMENTS DUE</b>
1		Introduction to Cultural Competence	Module #1 – January 28
2		A Model of Cultural Competence Privilege and Oppression	Module #2 – February 4
3		Demographics of Racial and Ethnic Groups in America	Perez & Luquis: Chapter 1 Module #3 – February 11
4		Health Disparities Among Racial and Ethnic Groups in America	Perez & Luquis: Chapter 2 Module #4 – February 18 Culture Shock Event Approval
5		Racial and Ethnic Sensitivities and Conditions Complementary and Alternative Medicine	Perez & Luquis: Chapter 4 Module #5 – February 25
6		Racial and Ethnic Variations in Communication	Perez & Luquis: Chapter 8 Module #6 – March 4
7		Gender and the Intersection of Culture and Sexuality	Perez & Luquis: Chapter 12 Module #7 – March 18
9		The New Generation Gap	Perez & Luquis: Chapter 11 Module #8 – March 25
10		Class and Socioeconomic Status	Module #9 – April 1
11		Religion, Spirituality, and Culture	Perez & Luquis: Chapter 5 Module #10 – April 8
12		Disabilities and Developmental Differences	Module #11 – April 15
13		Culture Shock	Module #12 – April 22 Culture Shock Reflection
14		Tools for Success	Perez & Luquis: Chapter 7, 13 Module #13 – April 29
15		Wrap-up	Module #14 – May 6 Personal Mission Statement and Action Plan
<b>FINAL</b>		<b><i>Comprehensive Exam</i></b>	<b><i>To be completed no later than May 10 @ 12:00 P.M.</i></b>

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

