Cerro Coso College Course Outline of Record Report 10/12/2021

HMSVC102 : Cultural Competence in Human Services

General Information		
Author:	Melissa Bowen	
Course Code (CB01) :	HMSVC102	
Course Title (CB02) :	Cultural Competence in Human Services	
Department:	Allied Health	
Proposal Start:	Spring 2019	
TOP Code (CB03) :	(2104.00) Human Services	
SAM Code (CB09) :	Clearly Occupational	
Distance Education Approved:	Yes	
Course Control Number (CB00) :	CCC000507912	
Curriculum Committee Approval Date:	10/04/2013	
Board of Trustees Approval Date:	11/14/2013	
External Review Approval Date:	02/25/2014	
Course Description:	This course explores the themes of dominant culture and sub-cultures in relation to human services, with special emphasis on the cultural complexities of individuals and communities and culturally skillful interventions.	
Submission Type:	Add Distance Education	
	Adding online as a delivery method in the COR.	
Author:	No value	

Faculty Minimum Qualifications

Master Discipline Preferred:	Counseling
Alternate Master Discipline Preferred:	PsychologySociologyCounseling
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	
Course is not a basic skills course.	Course is not a special class.	Grade Options
Course is not a basic skills course.	Course is not a special class.	Pass/No PassLetter Grade Methods
Allow Students to Gain Credit by	Allowed Number of Retakes	Course Prior To College Level (CB21)

Exam/Challenge	0	Not applicable.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description Type: Non-Repeatable Credit	Allow Students To Audit Course
Course Support Course Status (CB26) No value		

Associated Programs

Course is part of a program (CB24)			
Associated Program	Award Type	Active	
CC Human Services	A.S. Degree Major	Summer 2018	
CC Human Services Worker COA	Certificate of Achievement	Summer 2018	

Transferability & Gen. Ed. Options

Course General Education Statu	s (CB25)			
Transferability Transferable to CSU only			Transferability Statu Approved	S
Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 6	Diversity	Approved	No value	No Comparable Course defined.

Units and Hours

Summary	1
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Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Faculty Load

Credit / Non-Credit Options

0

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Cooperative Work Experience Education

Status (CB10)

18

54

108

0

0

108

Course Student Hours

Funding Agency Category (CB23)

Not Applicable.

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Weekly Student Hours

-			
	In Class	Out of Classs	Course Duration (Weeks)
Lecture Hours	3	6	Hours per unit divisor
Laboratory Hours	0	0	Course In-Class (Contact) Hours
Activity Hours	0	0	Lecture
			Laboratory
			Activity
			Total
			Course Out-of-Class Hours
			Course Out-of-Class Hours

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Lecture

Activity

Total

Laboratory

Units and Hours - Weekly Specialty Hours

Activity Name	Туре	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC040 - Improving Basic Writing Skills

In Human Services C102 students are expected to read and write at the college level. These assignments must be written in clear and gramatically correct prose. ENGL C040 prepares students for success in this task.

Entrance Skills	
Entrance Skills	Description
No value	No value
Limitations on Enrollment	
Limitations on Enrollment	Description
No value	No value
Specifications	
Methods of Instruction	
Methods of Instruction	Written work
Rationale	No value
Made de effective	
Methods of Instruction	Skills Development and Performance
Rationale	No value
Methods of Instruction	Problem Solving
Rationale	No value
Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value
Methods of Instruction	Presentations (by students)

Rationale	No value
Methods of Instruction	Informational Interviews
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Library
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction

Guest Lecturers

Rationale

No value

Cultural Diversity: A Primer for

the Human Services, 6th Ed.

Assignments

- A. Assigned reading of professional articles, websites or publications in regard to cultural diversity, history, communication and needs. B. Field research and interviews in regards to cultural diversity in the human services field; example, interviewing how an agency handles cultural diversity. C. Library research on vulnerable populations. D. Film analysis on cultural diversity related topics. E. Attend cultural event.

Methods of Evaluation	Rationale
Tests	Quizzes and Tests on identification and description of basic concepts. Example: Understandings of health and illness are essentially the same in every culture. True or False? False, it is especially likely that symptoms and complaints will be reported differently in different cultural groups.
Other	Oral and written case studies and scenario analyses. Example: You are on duty at the reception desk when a black man who is a client whom you recognize comes in complaining that there are an increasing number of white supremacists in his low income neighborhood. He says that he has been getting up at night to double and triple check the locks on his apartment, and that he is losing sleep and feeling so anxious that he is thinking about getting a gun. You have read in his chart that he has a diagnosis of paranoid schizophrenia. How would you respond to this situation, giving special consideration to legal, ethical, and safety concerns?
Other	Essays of written synthesis of definitions of culture, sub-culture, prejudice, and bias. Example: Write a description of a human services scenario in which you give examples of culture, sub-culture, prejudice, and bias, labeling these as you describe them.
Other	Case study of self or hypothetical human services worker with plan for bias awareness practices. Example: Use a systematic check list (provided) to identify your strengths and weaknesses as a culturally competent human services employee. Choose a relatively weaker area and write an education plan, citing specific community resources you will use to remediate the weakness.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.
Equipment	
No Value	
Textbooks	
Author Title	Publisher Date ISBN

Cengage Learning

2019

1-337-56338-2

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and give examples of differences and similarities in culture and cultural styles, commonly used terms, theories, and professional committment to cultural competence including personal and professional growth in the work place.
Expected SLO Performance: 70.0

Apply the concepts of race, class, bias, discrimination, stereotypes, privilege, power differential and miscommunication to self-assessment and selfknowledge including self-monitoring for cultural competence. Expected SLO Performance: 70.0

Expected SLO Performance: 70.0

Identify and describe the differing general practice frameworks and models for diversity competence.

Analyze the skills necessary for culturally competence practice in the human services field; effective communication skills, gaining trust, building relationships, engagement, assessment, treatment plan, evaluation, and termination.

Recognize the needs of vulnerable populations due to ethnicity, gender and sexual orientation, social economic status, elderly, adolescents, people with mental or physical disabilities. Expected SLO Performance: 70.0

ISLOs Students who are completing a program will be prepared to engage in responsible citizenship at various levels. Core ISLOs

Outline

Course Outline

- A. Understanding Cultural Competence in the Social Work Setting
 - 1. Range of Similarities and Differences
 - 2. Commonly Used Terms
 - 3. Professional Commitment to Cultural Competence
 - 4. Personal and Professional Growth
- B. Group Affiliation and Identity
 - 1. Social Structures and Affiliation
 - 2. One Person; Many Identities
- C. Vulnerability; Oppression; and Power
 - 1. Entitlement and Marks
- D. Practice Frameworks for Diversity Competence

1. General Practice Frameworks: Ecological Perspective; Strengths Perspective; and empowerment

2. Culturally Competence Practice Models: Green's Multiethnic Approach; Lum's Process- Stage Model; and Devore- Schlessinger's Ethnic-Sensitive Model.

- 3. Model for Knowledge Acquisition
- 4. Ensuring Effective and Accurate Communication

E. The Skills of Culturally Competent Practice

- 1. Engagement; Trust; and Relationship Building
- 2. Assessment; Need Definition and Contracting
- 3. Intervention; Evaluation and Termination
- 4. Utilization of Cultural Resources

F. Cultural Competence in the Context of Practice

- 1. The Agency Environment and the Community
- 2. The Agency Environment and Cultural Factors
- 3. Agency Services and Policies

G. Process and Practice

- 1. Knowledge Acquisition
- 2. Application of Knowledge: Assessing Agency; Programs and Services; and Personal Cultural Competence

H. Cultural Competence with Racial; Ethnic Groups and Vulnerable Populations

- 1. Gender and Sexual Orientations
- 2. People with Disabilities
- 3. Age Groups: Elderly and Adolescents
- 4. Special Populations: Homeless; Incarcerated Women; Veterans of War; Alcoholics

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Online Face 2 Face Interactive iTV hybrid

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for onground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work. Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.

Student-Student contact will include the following: discussion forums. Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.