



Western Technical College

10520105 Cultural Issues in Human Services

Course Outcome Summary

Course Information

Description This course prepares learners to critically examine multicultural issues in our community and society. Learner will acquire a foundational understanding of key concepts including culture, multiculturalism, assimilation, pluralism, citizenship, immigration, and refugee status. Learner will gain appreciation for how these concepts reflect global processes and impact community members' lives and society.

Career Cluster Health Science

Instructional Level Associate Degree Courses

Total Credits 3

Total Hours 54

Pre/Corequisites

Prerequisite 10520101 Introduction to Human Services

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Increase Self-Awareness
2. Live Responsibly: Embrace Sustainability

Experiential Learning

1. Community Based Learning Project: a key learning outcome of this course is to connect academic learning and civic development while simultaneously addressing a community partner's needs,

interests, or problems.

Program Outcomes

1. Model a commitment to cultural competence
2. Uphold the Ethical Standards and Values for Human Service Professionals
3. Demonstrate professionalism
4. Utilize community resources
5. Apply human services interventions and best practices
6. Cultivate professional relationships

Course Competencies

- 1. Explain the human service professional's role as an advocate for social justice when working with diverse populations.**

Assessment Strategies

- 1.1. Project
- 1.2. Journal
- 1.3. Case study

Criteria

You will know you are successful when:

- 1.1. You explain what is social justice.
- 1.2. You explain how a human service professional can act as an advocate for disenfranchised populations.
- 1.3. You provide two examples of advocacy work.
- 1.4. You list methods of advocacy for a disenfranchised population.
- 1.5. You identify diverse populations that may require advocacy.
- 1.6. You identify advocacy organizations.

Learning Objectives

- 1.a. Explore how the human service professional can act as an advocate.
- 1.b. Explore how advocacy has helped disenfranchised populations.

- 2. Explore practice and theoretical frameworks appropriate for diverse populations.**

Assessment Strategies

- 2.1. Case Scenarios
- 2.2. Project

Criteria

You will know you are successful when:

- 2.1. You apply the ecological person-in-environment perspective with diverse populations.
- 2.2. You apply the strengths perspective to diverse populations.
- 2.3. You apply other cultural framework models.
- 2.4. You discuss ethnic identity development.
- 2.5. You explain critical theoretical concepts (e.g. ethnocentrism, racism and institutionalized racism).
- 2.6. You describe the individual skill areas needed to be more cultural competent (awareness and acceptance of differences, self-awareness, dynamics of differences, knowledge of client's culture, adaptation of skills).
- 2.7. You describe acculturation, adaptation, assimilation framework.

Learning Objectives

- 2.a. Examine general practice frameworks used with diverse populations.
- 2.b. Examine culturally competent practice models.
- 2.c. Examine ethnic identity frameworks.
- 2.d. Examine theoretical approaches to understanding power and ethnic conflict.

2.e. Determine characteristics of a culturally competent care system.

3. Illustrate how to recognize and address dehumanizing biases, discrimination, and prejudices.

Assessment Strategies

- 3.1. Case Scenario
- 3.2. Journal

Criteria

You will know you are successful when:

- 3.1. You identify three signs of dehumanizing biases, discriminating acts, and prejudices.
- 3.2. You identify a plan to address dehumanizing biases, discriminating acts, and prejudices by colleagues.
- 3.3. You identify a plan to address dehumanizing biases, discriminating acts, and prejudices impacting or facilitated by clients.
- 3.4. You identify a plan to address dehumanizing biases, discriminating acts, and prejudices by supervisors or others with power.

Learning Objectives

- 3.a. Explore signs of dehumanizing biases, discriminating acts, and prejudices.
- 3.b. Explore options for addressing dehumanizing biases, discriminating acts, and prejudices by colleagues.
- 3.c. Explore options for addressing dehumanizing biases, discriminating acts, and prejudices impacting or facilitated by clients.
- 3.d. Explore options for addressing dehumanizing biases, discriminating acts, and prejudices by supervisors and others with power.

4. Explore identified diverse populations' life experiences, issues, and factors that constrain or facilitate their functioning.

Assessment Strategies

- 4.1. Project
- 4.2. Case studies

Criteria

You will know you are successful when:

- 4.1. You identify two or more historical experiences of identified groups.
- 4.2. You describe how historical experiences and one's cultural heritage impacts individuals' world views and behaviors.
- 4.3. You identify family systems of culturally diverse clients.
- 4.4. You identify mental health issues that impact culturally diverse clients.
- 4.5. You identify physical health issues that impact culturally diverse clients.
- 4.6. You describe how gender/relationship issues impact culturally diverse clients.
- 4.7. You describe how immigration, citizenship, refugee status, acculturation, and assimilation impacts culturally diverse populations.
- 4.8. You identify three or more societal and individual barriers which can limit people in their attempts to meet their potential.
- 4.9. You identify two or more strengths and resources of each identified group.

Learning Objectives

- 4.a. Examine historical experiences and the cultural heritage of identified diverse populations.
- 4.b. Examine current life experiences and issues impacting identified groups.
- 4.c. Examine barriers, both societal and personal, which can limit people in their attempts to meet their potential.
- 4.d. Identify strengths and resources of identified groups.

5. Differentiate cultural practices, values, and beliefs within diverse populations.

Assessment Strategies

- 5.1. Project
- 5.2. Case study
- 5.3. Journal

Criteria

You will know you are successful when:

- 5.1. You explain differing groups' communication styles.
- 5.2. You explain differing views on time.
- 5.3. You explain differing views of self in relation to others.
- 5.4. You explain differing views on nature and the environment.
- 5.5. You explain differing views on work and activity.
- 5.6. You describe differing groups' religious and spiritual practices.
- 5.7. You describe differing interpersonal values and social interactions.

Learning Objectives

- 5.a. Compare cultural practices of diverse populations.
- 5.b. Explore values and beliefs of diverse populations.

6. Determine culturally appropriate interventions with identified diverse groups.

Assessment Strategies

- 6.1. Project
- 6.2. Case Scenarios
- 6.3. Journal

Criteria

You will know you are successful when:

- 6.1. You identify three or more problems that arise from cultural miscommunications and misunderstandings.
- 6.2. You identify communication patterns that lead to cultural communication misunderstandings.
- 6.3. You determine actions a human service worker can take to address cultural miscommunications and misunderstandings.
- 6.4. You identify three or more effective models/intervention strategies through research.
- 6.5. You explain the significance of engaging clients in identifying and determining effective practices and strategies.

Learning Objectives

- 6.a. Explore the consequences of human service delivery problems due to cultural miscommunications and misunderstandings.
- 6.b. Recognize cultural communication patterns that lead to misunderstandings.
- 6.c. Explore models of practice and interventions that are effective with diverse populations.

7. Explore key concepts within human culture groups.

Assessment Strategies

- 7.1. Project
- 7.2. Journal

Criteria

You will know you are successful when:

- 7.1. You define culture, ethnicity, multiculturalism, race, class, assimilation, acculturation, and pluralism.
- 7.2. You describe the differences between culture, ethnicity, and race.
- 7.3. You describe how class impacts diverse populations.
- 7.4. You describe the differences between multiculturalism and pluralism.
- 7.5. You relate how key concepts impact our society and the global community.

Learning Objectives

- 7.a. Describe the differences between key concepts critical for working with diverse populations.
- 7.b. Apply key concepts to human service cases.

8. Demonstrate attitudes and values of a culturally accepting human service professional.

Assessment Strategies

- 8.1. Journal
- 8.2. Project
- 8.3. Class activity

Criteria

You will know you are successful when:

- 8.1. You express what makes you different.
- 8.2. You describe how your cultural background has helped to shape who you are.
- 8.3. You identify your worldviews on child rearing, family relationships, dating, sex, drug use, marriage, employment, education, recreation, health, illness, mental illness, aging, and death.
- 8.4. You identify when your cultural limits are likely to be tested and foresee potential areas of tension and conflict with specific client groups.
- 8.5. You describe a plan of action to address conflicts that may arise when working with diverse populations (the plan should include identified sections of a code of ethics that you could consult).
- 8.6. You identify how power/privilege has impacted you.
- 8.7. You identify three or more attitudes and values that interfere with being a culturally competent professional.
- 8.8. You identify two or more values that you possess that will assist you with being a culturally competent professional.
- 8.9. You demonstrate respect of others' differences through appropriate verbal and nonverbal interactions with your peers, instructor, and community members.

Learning Objectives

- 8.a. Examine how one's own cultural background has shaped life experience, values, beliefs, and behavior.
- 8.b. Explore how oppression, discrimination, and stereotyping affect you.
- 8.c. Examine personal attitudes and values on human differences and diverse populations.
- 8.d. Explore attitudes and values that interfere with being a culturally competent professional.
- 8.e. Explore attitudes and values that demonstrate a culturally accepting professional identity.
- 8.f. Demonstrate acceptance of differences.

9. Explore structures and dynamics that impact and differentiate populations within the helping process.

Assessment Strategies

- 9.1. Journal
- 9.2. Project

Criteria

You will know you are successful when:

- 9.1. You define discrimination, oppression, white privilege, power, classism, poverty, sexism, religious bias, and homophobia.
- 9.2. You describe how racism, discrimination, oppression, white privilege, power, classism, poverty, sexism, religious bias, and homophobia impede service delivery.
- 9.3. You describe how racism, discrimination, oppression, white privilege, power, classism, poverty, sexism, religious bias, and homophobia impact dominant and non-dominant groups.
- 9.4. You identify characteristics of dominant and non-dominant populations.

Learning Objectives

- 9.a. Explore the structures and dynamics that differentiate dominant and non-dominant groups.
- 9.b. Explore the structures and dynamics that become barriers and impede with service delivery.