George Mason University
College of Education and Human Development
[Athletic Training Education Program]

ATEP 205.DL1 – Cultural Competence
3.0 Credits, Spring 2021
Asynchronous | Blackboard

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Explores cultural competence and its integration for effective professional practice. Includes communication styles, daily living practices, common sensitivities, self-awareness, and historical cultural implications in multicultural environments.

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, gender identity, sexuality, age, socioeconomic status, disabilities, and developmental differences. Students will complete weekly modules that consist of online discussions, journal prompts, blog posts, articles, and videos.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Mondays.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
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.

Professional Standards
Not Applicable

Required Texts
1. Jandt FE. *An introduction to intercultural communication: Identities in a global community.* 10th ed. Sage Publishing; 2021.

2. Campinha-Bacote J. The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing.* 2002;13(3):181-184. doi: 10.1177/10459602013003003

3. Patel H, Rau Y. Who am I? Think again [Video]. Ted. https://www.ted.com/talks/hetain_patel_who_am_i_think_again/transcript?language=en Published June 2013. Accessed January 22, 2021.

4. Adichie CN. The danger of a single story [Video]. Ted. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript#t-5576 Published July 2009. Accessed January 22, 2021.

5. Pollard KM, O'Hare WP. America's racial and ethnic minorities. Population Research Bureau website. September 1, 1999. Accessed January 22, 2021. https://www.prb.org/americasracialandethnicminorities/

6. Coronavirus pandemic temporarily shortens average U.S. lifespan by about a year. Population Research Bureau website. January 8, 2021. Accessed January 22, 2021. https://www.prb.org/u-s-racial-inequality-may-be-as-deadly-as-the-coronavirus/

7. Safer JD, Coleman E, Feldman J, et al. Barriers to healthcare for transgender individuals. *Curr Opin Endocrinol Diabetes Obes.* 2016;23(2):168-171. doi:10.1097/MED.0000000000000227

8. Brunett M, Shingles RR. Does having a culturally competent health care provider affect the patients' experience or satisfaction? A critically appraised topic. *Journal of Sport Rehabilitation.* 2018;27(3):284-288, doi: 10.1123/jsr.2016-0123

9. Green BL, Maisiak R, Wang MQ, Britt MF, Ebeling N. Participation in health education, health promotion, and health research by African Americans: Effects of the Tuskee syphilis experiment. *Journal of Health Education*. 1997;28:4,196-201, doi: 10.1080/10556699.1997.10603270

10. Henrietta Lacks: The immortal woman [Video]. Youtube. https://www.youtube.com/watch?v=WU5uCiV0MyQ Published March 12, 2018. Accessed January 22, 2021.

11. Remembering an infamous New York institution. NPR website. March 7, 2008. Accessed January 22, 2021. https://www.npr.org/templates/story/story.php?storyId=87975196

12. Chou WS, Hunt YM, Beckjord EB, Moser RP, Hesse BW. Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research.* 2009;11(4):e48, doi: 10.2196/jmir.1249

13. Conley C. What baby boomers can learn from millennials at work – and vice versa [Video]. Ted. https://www.ted.com/talks/chip_conley_what_baby_boomers_can_learn_from_millennials_at_work_and_vice_versa Published September 2018. Accessed January 22, 2021.

14. Millennials show us what 'old' looks like: Disrupt aging [Video]. Youtube. https://www.youtube.com/watch?v=lYdNjrUs4NM Published April 8, 2016. Accessed January 23, 2021.

15. Carter M. Greening the ghetto [Video]. Ted. https://www.ted.com/talks/majora_carter_greening_the_ghetto Published February 2006. Accessed January 22, 2021.

16. Eddey GE, Robey KL. Considering the culture of disability in cultural competence education. *Academic Medicine.* 2005;80(7):706-712.

17. Zayid M. I got 99 problems…palsy is just one [Video]. Ted. https://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one Published December 2013. Accessed January 22, 2021.

18. Goldfine R. Six strangers become familiar faces at 'dinner with six strangers.' Bowdoin News Archive 2009-2018 website. November 5, 2012. Accessed January 22, 2021.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assessment Method	Number	Points Each	Points Total
Current Event*	1	50	50
Dinner and a Movie*	1	100	100
Discussion Boards*	13	10	130
Final Exam*	1	100	100

Intro Video*	1	25	25
Journal Entries*	7	10	70
Quizzes*	5	5	25
Total			**500**

*This is a Performance-Based Assessment

- o **Current Event**
  Each student will select a current event related to cultural competence and present an analysis of the event during the week of their choice via a blog post in the Blackboard LMS. The blog must be posted no later than 11:59 P.M. EST Wednesday of each week. Non-presenting students must comment on the post by the end of that week's module.
  Rubric: Exceeds Expectations = 50 pts, Meets Expectations = 44.5 pts, Needs Improvement = 37.5 pts, Unacceptable = 34.5 pts

- o **Dinner and a Movie**
  Students will be randomly assigned a partner by the instructor. The pair will select a movie of any genre that is freely accessible on the internet to both partners and view it by a mutually agreed upon date. After the viewing, the pair will meet virtually to discuss the movie over a meal and complete a reflection.
  Rubric: Exceeds Expectations = 100 pts, Meets Expectations = 89 pts, Needs Improvement = 75 pts, Unacceptable = 69 pts

- o **Discussion Boards**
  Students will respond to a posted question or set of questions related to the week's module. In addition to the original post, students must also comment on two peers' posts, and peers must respond to replicate the back-and-forth discussion that would take place in a face-to-face class. The initial post must be posted by 11:59 P.M. EST every Thursday, and the response posts to your peers must be posted by the closing of the module at the end of the week.
  Rubric: Exceeds Expectations = 10 pts, Meets Expectations = 8.9 pts, Needs Improvement = 7.5 pts, Unacceptable = 6.9 pts

- o **Final Exam**
  Students will complete a 50-question final comprehensive exam including multiple choice, matching, fill-in-the-blank, and short answer items. The final exam will be available at 12:00 P.M. EST on Friday, April 30, 2021 and must be completed by 11:59 P.M. EST on Wednesday, May 5, 2021.
  Rubric: Each question is worth 2 points.

- o **Intro Video**
  Students will post an introduction video on the first discussion board. The instructor will post an example that students can follow. Each student must comment on every peer's post. This is the only discussion board that will require students to comment on every post.

Rubric: Exceeds Expectations = 25 pts, Meets Expectations = 22.25 pts, Needs Improvement = 18.75 pts, Unacceptable = 51.75 pts

- o **Journal Entries**
  Students will respond to writing prompts within the learning modules using the journal feature. Only the instructor will be able to read and comment on a student's journal.
  Rubric: Exceeds Expectations = 10 pts, Meets Expectations = 8.9 pts, Needs Improvement = 7.5 pts, Unacceptable = 6.9 pts

- o **Quizzes**
  Students will complete 10-item quizzes with multiple choice, matching, and fill-in-the-blank items.
  Rubric: Exceeds Expectations = 5 pts, Meets Expectations = 4.45 pts, Needs Improvement = 3.75 pts, Unacceptable = 3.45 pts

- **Other Requirements**
  Students are expected to actively participate in all online discussions and submit all assignments in a timely fashion. Learning modules must be completed by 11:59 P.M. EST every Sunday. *In the case of illness, the student has one week to arrange assignment submission.* It is the responsibility of the student to initiate said arrangement and to contact the course instructor about conflicts resulting from illness.

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

A: 465.0 – 500.0 pts. (93%)	C+: 385.0 – 399.9 pts. (77%)
A-: 450.0 – 464.9 pts. (90%)	C: 365.0 – 384.9 pts. (73%)
B+: 435.0 – 449.9 pts. (87%)	C-: 350.0 – 364.9 pts. (70%)
B: 415.0 – 434.9 pts. (83%)	D: 315.0 – 349.9 pts. (63%)
B-: 400.0 – 414.9 pts. (80%)	F: < 315.0 pts.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENT
1	M/1/25	Navigating the Online Environment and Intro to Class	**Read:** Syllabus, Jandt – Chapter 1 **Do:** Module 1, Intro Video, Quiz, Discussion Board, Current Event Sign-up

2	M/2/1	Models of Cultural Competence	**Read:** Campinha-Bacote **Watch:** Patel & Rau, Adichie **Do:** Module 2, Discussion Board,
3	M/2/8	Values and Identity	**Read:** Jandt – Chapter 7 **Do:** Module 3, Journal Entry, Discussion Board, Current Event*
4	M/2/15	Barriers to Intercultural Communication	**Read:** Jandt – Chapter 2 **Do:** Module 4, Journal Entry, Discussion Board, Quiz, Current Event*
5	M/2/22	Demographics of Racial and Ethnic Groups in the U.S.	**Read:** Jandt – pg. 217-231, Pollard & O'Hare **Do:** Module 5, Discussion Board, Current Event*
6	M/3/1	Health Disparities in the U.S.	**Read:** Coronavirus pandemic…, Safer et al., Brunett & Shingles **Do:** Module 6, Journal Entry, Discussion Board, Current Event*
7	M/3/8	The Impact of Historical Events on Culture	**Read:** Jandt – Chapter 10, Remembering… **Watch:** Henrietta Lacks **Do:** Module 7, Journal Entry, Discussion Board, Quiz, Current Event*
8	M/3/15	Gender, Gender Identity, Sexuality, and Culture	**Read:** Jandt – Chapter 9, Jandt – pgs. 375-386 **Do:** Module 8, Journal Entry, Discussion Board, Current Event*
9	M/3/22	The Age of Culture and the Culture of Aging	**Read:** Chou et al. **Watch:** Conley, Millennials… **Do:** Module 9, Discussion Board, Quiz, Current Event
10	M/3/29	Class and Socioeconomic Status	**Watch:** Carter **Do:** Module 10, Journal Entry, Discussion Board, Current Event
11	M/4/5	Disabilities and Developmental Differences	**Read:** Ebbey & Robey **Watch:** Zayid **Do:** Module 11, Discussion Board, Current Event
12	M/4/12	Religion and Spirituality	**Read:** Jandt – Chapter 8 **Do:** Module 12, Journal Entry, Discussion Board, Quiz, Current Event
13	M/4/19	Dinner and a Movie	**Read:** Goldfine **Do:** Module 13, Discussion Board, Dinner and a Movie

| 14 | M/4/26 | Future Challenges | **Do:** Module 14, Discussion Board |
| **15** | | **Comprehensive Final Exam must be completed no later than 11:59 P.M. – Wednesday, May 5, 2021** | **Do:** Final Exam |

*Current Event due date depends on student sign-up
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .