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Disability Services (DS) 1504 Cultural Competency Towards Disabilities (3 Units) CSU
[formerly Direct Support Education 4 and 1504; Social Science 4]

Prerequisite: None

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 outside-of-class hours (144 Total Student Learning Hours) 3 Units.

Catalog Description: This course helps explore cultural awareness and to understand how to work with people who have a wide variety of personal perspectives, cultures, and life circumstances through the disability perspective. The course investigates cultural competency through the five elements of cultural awareness: 1) valuing diversity; 2) understanding your own culture; 3) understanding when culture may be affecting interactions between persons and among groups; 4) knowing where to find good resources; and 5) knowing how to change your behavior to meet the cultural needs of individuals with disabilities.

Type of Class/Course: Degree Credit

Text: Catapano, Peter, and Rosemarie Garland-Thomson. *About Us: Essays from the Disability Series of the New York Times*. Reprint, Liveright, 2019.

Ladau, Emily. *Demystifying Disability: What to Know, What to Say, and How to Be an Ally*. Ten Speed Press, 2021.

Course Objectives:

By the end of the course, a successful student will be able to:

1. explain why cultural competence towards disabilities is a critical part of support work and why it is important to understand your own cultural perspective,
2. describe the difference between race, ethnicity, and culture,
3. describe five essential elements and the importance of cultural competence,
4. describe the cultural competence continuum,
5. identify key values and views related to the macro culture of the United States towards disabilities,
6. describe differences in definitions and responses to disabilities based on culture,
7. describe the importance of being able to assess levels of cultural competence,
8. identify methods for increasing cultural competence,
9. describe how culture can affect communication, and
10. describe strategies for overcoming and preventing cultural barriers to communication.



Course Level Student Learning Outcomes

1. Describe the difference between race, ethnicity, and culture.
2. Describe the cultural continuum and be able to identify where you are on this continuum.
3. Understand your own culture and how it affects how you interact with others.
4. Describe how culture can affect communication.

Local General Education Learning Outcomes

1. Analyze the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
2. Apply research methodologies employed in social scientific inquiry.
3. Demonstrate the principles, concepts, models of value systems, and ethics framework employed in social scientific inquiry.

Course Scope and Content:

- Unit I Defining Cultural Competence
- A. Trends in public policies and support services that have increased the need for cultural competence
 - B. Hidden aspects and visible displays of culture and how it may affect the services
 - C. The difference between race and ethnicity
 - D. The cultural continuum
- Unit II Effects of One's Culture When Working as a Paraprofessional
- A. The importance of becoming culturally competent
 - B. Cultural influences on decision-making
 - C. Influences of family, traditions, and religion on one's perceptions of social customs, etiquette, status, decision-making, and gender roles
- Unit III Understanding the Culture of Support Services
- A. Terms used to describe culture and its effect on institutional bias
 - B. Cultural capital
 - C. How to avoid using common jargon or labels
- Unit IV Importance of the Cultural Competence Continuum
- A. The elements of cultural competence on cultural destructiveness
 - B. Hate crimes
 - C. Self-improvement on cultural competence
- Unit V Culturally Competent Communication
- A. The purpose of communication
 - B. Methods of communication other than written or spoken language



- C. Culture’s effect on body language
- D. Cultural barriers to communication
- E. Idioms

Unit VI Understand the Paraprofessional’s Role in Culturally Competent Organizations

- A. The types of diversity and their affect upon organizations
- B. Steps to achieve cultural competency

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 1. Review multimedia
- 2. Complete writing and reading assignments
- 3. Participate in individual and group assignments

Methods of Instruction:

- 1. Lectures
- 2. Group discussions
- 3. Classroom exercises
- 4. Individual and/or group projects

Methods of Evaluation:

- 1. Instructor evaluations
- 2. Tests/quizzes

Supplemental Data:

TOP Code:	210450: Disability Services
SAM Priority Code:	D: Possibly Occupational
Distance Education:	Online; offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course

Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	LSBS: Local GE Social/Behavioral Sci
Discipline	Healthcare Ancilleraies, Rehabilitation Technician