

**WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION**

DIVISION: Kinesiology, Health and Sport Studies (KHS)

PROGRAM AREA: Kinesiology (KIN)

KHS WEB SITE: <http://coe.wayne.edu/kinesiology/index.php>

COURSE #: KIN 3540 - 001

COURSE TITLE: Cultural Foundations of Kinesiology

SECTION #: CRN – 22321

TERM/YEAR: Winter 2014

COURSE CREDIT: 03 credit hours

COURSE LOCATION: 1163 Old Main

TIME/DAY: 9:35 AM - 12:20 PM Tuesdays

INSTRUCTOR: Linda Jiménez, M.Ed.

OFFICE LOCATION: 263 Matthaei Building/2339 Eugene Applebaum

OFFICE HOURS: Call, text or email to set up an appointment – M/W 11:30AM-2:30PM

TELEPHONE: Campus: (313) 577-6219
Google Voice: (313) 241-6ESS (include your name in message)
Skype: vidainc

EMAIL: Jimenez.L@wayne.edu

COURSE DESCRIPTION:

Introduction to cultural competence and cultural issues in physical activity, exercise, sport, and fitness for kinesiology and health care professionals.

MAJOR/MINOR TOPICS:

Developing an understanding of the process of cultural competence and cultural issues in kinesiology.

LEARNING OUTCOMES:

This course provides students an understanding of the process of cultural competence and cultural issues in kinesiology that are transferrable to various career settings. Students will critically and reflectively analyze bias, privileges, advantages, and disadvantages from various perspectives on cultural competence and how to apply effective eliciting information techniques when working with culturally diverse populations.

LEARNING OBJECTIVES:

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

1. Define cultural competence and understand its importance
2. Understand how race, ethnicity, class, gender, sexuality, religion, and spirituality have shaped the experiences of groups in the health care system and how they affect cultural competence

3. Critically and reflectively analyze his or her internalized biases, privileges, advantages, and disadvantages with regard to cultural competence and health care issues
4. Critically and reflectively analyze bias, privileges, advantages, and disadvantages from various perspectives with regard to cultural competence and health care issues
5. Describe, differentiate, and discuss culture-bound syndromes and complementary and alternative medicine
6. Describe and discuss changes in U.S. demographics and how they affect health disparities
7. Understand, describe, and demonstrate various techniques for eliciting patient information
8. Understand, describe, and demonstrate the components of a culturally based physical assessment
9. Understand and describe selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting: American Indians and Alaskan Natives, Asian Americans and Pacific Islander Americans, African (Black) Americans, Hispanic and Latino Americans, European (White) American, Middle Eastern Americans
10. Assess the cultural competence of a health care organization
11. Identify and critique current research findings related to specific groups and various health-related issues
12. Reflect on ways in which the material covered in this course might be transferred into the professional setting

REQUIRED TEXT:

Cartwright, L.A., & Shingles, R.R. (2011). Cultural competence in sports medicine. Champaign, IL: Human Kinetics
Optional text: Coakley, J. (2008). Sports in Society: Issues and Controversies (10th ed.) New York: McGraw-Hill

REFERENCES:

Research journals and news articles relating to discussion topics, videos, and guest lecturers will be distributed throughout the course via Blackboard.

METHOD OF INSTRUCTION:

Lecture, discussion, guest speakers, group presentations, videos, case studies, campus tour of cultural and diversity-related programs/offices, and instructional technology using Blackboard and other shareware applications.

ASSIGNMENTS:

- 1) Participation, class discussion, activities, and assignments: 120 points
 - 2) One project: 80 points
 - 3) Midterm: 50 points
 - 4) Final Exam: 50 points
- Total: points: 300

CLASS POLICIES:

Develop the skills of an independent learner. There are no makeup exams or assignments. Assignments are posted on Blackboard under the course content area. All late submissions of homework or tardiness to site visits will result in a deduction of 20% or 2 points for site visits. **NO WORK WILL BE ACCEPTED AFTER ONE WEEK OF DUE DATE.** There are no exceptions. All assignments must be typed with student's name and Wayne State email address and submitted through Blackboard or other electronic means.

Class attendance is recorded along with other student enrollment information for documentation purposes. Prompt attendance is expected. Points will be deducted for tardiness to site visits and failure to attend will result in zero points. More than two unexcused absences and more than three late arrivals to class will result in point deductions in overall final grade on a case-by-case basis.

No text messaging or cell phone usage is allowed during the class period. Netbooks, tablets, iPads, and laptop computers are allowed for note taking and PPT viewing purposes only. Students that are found using electronic devices for non-class purposes will be restricted from using any devices from that point forward.

Students are responsible to check Blackboard on a regular basis and before contacting instructor for questions. All class updates, schedules, site visits, assignments, grades, PowerPoint presentations, resources, and announcements are posted on Blackboard. Students should refer to the syllabus AND Blackboard for accumulating points as Blackboard fluctuates when assignments are added.

This class requires and involves students to actively participate in online discussions, small-group projects, site visits, and Blackboard. Important dates are listed on the course schedule as a tentative road map. Additional information about assignments, site visits, technology instructions and discussions will be provided. Students are required to participate actively in all discussions and contribute to dialogues. Students who do not actively participate or complete assignments within the specified timeframe will receive zero points. Students who are absent from class discussions (in class or online) will receive a zero if arrangements were not made prior to the absence. Students are expected to be respectful of one another in their discussions; foul language and inappropriate or disrespectful comments will not be tolerated. Student responses and comments that are deemed inappropriate will result in a zero for the discussion grade. Repeat violations may result in the student's failure in the course.

All communication from me will be sent to your WSU email account. Be sure that your WSU email is your primary email or change your settings so that your WSU emails are forwarded your most utilized email address. It is strongly recommend that you regularly check your WSU email and verify its capacity limit and settings.

In addition, be sure to set the **WSU Broadcast Messaging Service** so that you receive text messages for **campus emergencies and the KIN 3540 course**. When you are logged into WSU Pipeline, just click the 'Broadcast Messaging' link on the My Pipeline tab, under 'WSU Resources'. First, register your cell phone number and carrier then click 'Submit Changes'. Under 'Manage Your Preferences', select all three options: 'WSU E-mail', 'Text Message', 'WSU Instant Message'. Click 'Update Preferences' to finish.

If you are having trouble, please contact Computing & Information Technology (C & IT) at (313) 577-4778. Services hours are Monday-Friday 7:30am to 10:00pm and weekends 9:00am to 4:00pm. Live chats are also available during business hours.

Please feel free to talk with me any time during the semester regarding your progress or any problems you may be encountering relative to this class.

ACADEMIC DISHONESTY – PLAGIARISM AND CHEATING:

The College of Education has a "zero tolerance" approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University's Undergraduate Bulletin (<http://bulletins.wayne.edu/ubk-output/index.html>), the Undergraduate Student Handbook (<http://comm.wayne.edu/files/undergradhandbook.pdf>), and in print and online versions of the Graduate Catalog (<http://www.bulletins.wayne.edu/gbk-output/index.html>) under the heading "Student Ethics." **It is every student's responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty.** Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>). Students

who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

o Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

o Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

o Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

o Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Anyone with specific questions regarding academic misbehavior should consult the Student Conduct Services website at <http://www.doso.wayne.edu/codeofconduct.pdf> or http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html

GRADING:	(100-93%)	=	A
	(92-90%)	=	A-
	(89-88%)	=	B+
	(87-83%)	=	B
	(82-80%)	=	B-
	(79-78%)	=	C+
	(77-73%)	=	C
	(72-70%)	=	C-
	(69-68%)	=	D+
	(67-63%)	=	D
	(62-60%)	=	D-
	(60% or below)	=	F

GENERAL NOTE ON GRADING:

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and '+' and '-' are recorded and used to distinguish grade point averages.

MEDICAL WITHDRAWAL:

A student who sustains, during the course of the semester, an injury or illness that prevents him/her from further participation in this class may apply for a "(partial) medical withdrawal" and *may* receive complete or partial reimbursement of tuition paid for this class. A physician's statement is required. Forms to use to apply for "medical withdrawal" may be obtained from the Registrar, or from www.wayne.edu (type in "forms and instructions" in the search box).

ENROLLMENT/WITHDRAWAL POLICY:

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. **Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php**

FINAL DATE FOR STUDENTS TO INITIATE WITHDRAWAL IS Sunday, March 23, 2014.

"I" - INCOMPLETE

The mark of "I" (Incomplete) is given to a student when s/he has not completed all of the course work as planned for the term and when there is, in the judgment of the instructor, a reasonable probability that the student will complete the course successfully without again attending regular class sessions.

University grading policy states that a written contract should be signed by the student and instructor, specifying all work to be completed. In order to alleviate questions about incomplete courses and to assist students and instructors, the Office of the Registrar has prepared a template Contract for Completion of Incomplete Coursework. You can find the template contract at <http://reg.wayne.edu/pdf-forms/incomplete.pdf>. **Incompletes are not granted for students that have not attended, missing several assignments, missed exams, or failing the course.**

STUDENT DISABILITIES SERVICES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student's accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

STUDENT SERVICES:

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

KHS LEARNING COMMUNITY:

Three Learning Community (LC) programs give our students the skills, tools, and environment to progress and succeed within KHS with the assistance of peer mentors. Peer mentors are mature, high achieving undergraduate students enrolled in any KHS academic program. They are adept at providing guidance, both academic and otherwise, to ensure academic and retention success within KHS.

1) KHS LC - The goal is supporting and preparing inquiring non-WSU, newly WSU admitted, transfer, and all level 1 students for obtaining level 2 status. The peer mentors work with assigned mentees to enhance the academic experience by providing dynamic, focused support, and guidance to ensure successful matriculation to level 2.

2) PE Professional Preparation - The goal is preparing pedagogy students to pass the Michigan Test for Teacher Certification (MTTC) and Adapted Physical Education National Standards (APENS) exams. Peer mentors conduct mini-workshops with PPT presentations, learning activities, and sample exam questions for the subarea test objectives.

3) KHS Graduate LC - The goal is supporting and preparing inquiring non-WSU, newly admitted, transfer, and current graduate students in all KHS academic programs. The peer mentors work with assigned mentees to enhance the academic experience by providing dynamic, focused support, and guidance from the beginning until degree completion.

Learning Community benefits are:

Access to peer mentors at any time and 24/7 Mobile Advisor app.

Peer mentor facilitated study sessions and Q & A.

Effectively learn about academic expectations and requirements.

Have knowledge and skills to successfully pass the MTTC test.

Understand how to navigate through the administrative network and prepare official paperwork.

Access to academic and professional development resources on the KHS Learning Community Blackboard site.

Opportunities to meet KHS faculty and students at social events.

There is a **Blackboard site for our LC (KHS Learning Community)** which should be under your 'Non Term Specific Courses' list of classes. **Visit it regularly.** Events include academically oriented activities, discussion forums, and social gatherings. Please take advantage of the opportunities and support services.

CLASS SCHEDULE:

Tentative

1/7 - snow day

First Day of Class – Welcome/Introductions/Overview of Course

Definition of cultural competence and activity (**10 pts**)

Homework (HW): Read Chapter 1 & 2

1/14

First Day of Class – Welcome/Introductions/Overview of Course

Definition of cultural competence and activity (**10 pts**)

Homework (HW): Read Chapter 1 & 2

1/21

Theories and models of cultural competence (chapter 1).

Understanding others: The role of culture. Culture-bound syndromes. Complementary and alternative medicine (chapter 2).

Discussion, activity (**10 pts**)

HW: Read Chapter 3 & 4 & 5

1/28

Demographics and health disparities (chapter 3).

Factors affecting cultural competence: Race, ethnicity, class, gender, sexuality, religion, and spirituality (chapter 4).

Discussion and activity (**10 pts**)

HW: Read Chapter 5

1/28

Understanding self: Cultural awareness and self-assessment; everyone has culture. Language, terminology, generalizations, stereotypes, and prejudices. Advantages, disadvantages, and privileges (chapter 5).

Discussion and activity (**10 pts**)

HW: Read Chapter 12 & 13

2/4

Eliciting information: Revised cultural formulation, explanatory models. The LEARN and RESPECT models. Using an interpreter (chapter 12).

Culturally based physical assessments: Taking a history. Inspecting and observing. Palpating (chapter 13).

Discussion and activity (**10 pts**)

HW: Review for midterm exam Chapters 1-5, 12-13

2/11

Online Midterm Exam: **50 points** - The exam will be posted under the 'Midterm Exam' content folder. There is no in-class session.

HW: Read Chapter 6 & 7

2/18

Selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting Native Americans (chapter 6).

Selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting Asian Americans and Pacific Islander Americans (chapter 7).

Discussion and activity (**10 pts**)

HW: Read Chapter 8 & 9

2/25

Selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting Black Americans (chapter 8).

Selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting Latino Americans (chapter 9).

Discussion and activity (**10 pts**)

HW: Read Chapter 10 & 11

3/4

Selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting White European Americans (chapter 10).

Selected traditional and cultural views, sociocultural phenomena, communication issues, barriers, interventions, and health issues affecting Middle Eastern Americans (chapter 11).

Discussion and activity (**10 pts**)

HW: Read Chapter 14

3/10-15 WSU Spring Break

3/18

Working in a culturally competent health care organization (chapter 14)

Ideologies and theories of sport sociology (Coakley chapter 2).

Discussion, activity (**10 pts**), and project (**80 pts**)

3/25

Sports, children and organized programs (Coakley chapter 5)

Gender equity (Coakley chapter 8)

Nature and extent of sports and world religions (Coakley chapter 15)

Discussion and activity (**10 pts**)

4/1

Project presentations – peer assessment (**5 pts**)

4/8

Project presentations – peer assessment (**5 pts**)

4/15

Current trends and factors related to physical activity (Coakley chapter 16).

Discussion and activity (**10 pts**)

HW: Review for final exam Chapters 6-11, 14

4/22

Online Final Exam: **50 points** - The exam will be posted under the 'Final Exam' content folder. There is no in-class session.