

**THOMAS JEFFERSON UNIVERSITY**  
**JEFFERSON COLLEGE OF LIFE SCIENCES**

**GC520: Cultural Competency for the Biomedical Sciences  
Workforce**

**A. Basic Course Information**

- Title: Cultural Competency for the Biomedical Sciences Workforce
- Course number: GC520
- Semester credits: 2

**B. Course Director Information**

Don Trahan, Jr., PhD, LPC, NCC, ACS  
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**C. Course Description**

This course examines diversity and inclusion in the biomedical sciences. Given the ever-changing workplace and workforce, especially in the increasingly complex context of teamwork-based and internationally collaborative scientific research, cultural competence/sensitivity is essential when working with culturally diverse individuals. Emphasis will be placed on three dimensions of cultural competence: (1) awareness of one's own cultures, biases, and values; (2) knowledge of diverse cultures (e.g., race, ethnicity, sexual orientation, class); and (3) building an inclusive workplace/workforce. Involvement and learning in this course may be facilitated by means of: lecture, group and/or online discussion (i.e., Blackboard), multimedia presentations, demonstration, role-playing, feedback, self-directed reading, and experiential exercises.

**D. Course Objectives**

Through participation in this course, the student will:

- (1) Identify personal attitudes, biases, and perspectives
- (2) Develop an understanding of how membership across various diverse lenses (e.g., race, gender, class) may impact perspectives and performance in the workplace
- (3) Identify strategies necessary in order to manage diversity issues within the workplace (e.g., diversity in the lab)
- (4) Identify strategies necessary in order to foster organizational inclusivity
- (5) Assess societal events and their associated impact on diversity and inclusion in the workplace

**E. Prerequisites and/or Co-requisites**

None

## F. Required Texts

Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities” (4th Edition) by Richard D. Bucher; **eText** ISBN: 9780321937391, 0321937392

## G. Course Schedule and Activities

Cultural Competency for the Biomedical Sciences Workforce

Week	DATE	TIME	SUBJECT	LECTURER/ ACTIVITY	Chapter(s)*
1			Understanding diversity, equity, and inclusion in contemporary society	Dr. Trahan	Ch. 1
2			Understanding diversity, equity, and inclusion in contemporary society	Dr. Trahan	Ch. 1
3			Personal and Social Barriers	Dr. Trahan	Ch. 2
4			Personal and Social Barriers	Dr. Trahan <b>Case Conceptualization due</b>	Ch. 3
5			Privilege, Oppression, Power, and Discrimination	Dr. Trahan	Ch. 4-5
6			Privilege, Oppression, Power, and Discrimination	Dr. Trahan <b>Community Activity presentations</b>	Article
7			Understanding Unconscious Bias and Microaggression	Dr. Trahan	Article
8			Presentations	Dr. Trahan <b>You Think You Know Me, But</b>	

				<b>You Have No Idea presentations</b>	
9			Cross Cultural Communication	Dr. Trahan	Ch. 5-6 (Do You Hear What I Hear?)
10			Building an inclusive workplace (Workplace Diversity)	Dr. Trahan <b>Diversity in the News</b>	Ch. 7
11			Building an inclusive workplace (Workforce Diversity)	Dr. Trahan	Ch. 8
12			Building an inclusive workplace (Emerging Market)	Dr. Trahan <b>Cultural Identity Paper due</b>	Ch. 9
			Remember to do online course evaluation!		

**Cultural Identity Paper:** For this paper you will need to ~

- Describe how you learned about your heritage, family ritual, what growing up was like, relevant demographics, family held worldviews, and familial experiences with racism, discrimination, or oppression.
- Explain how these issues have affected you and how your experiences effect how you work with other groups.
- Explain what happened in your past that moved you, or allowed you to move, from one stage to the next to get you where you are today.
- Describe what needs to happen to move you to the next stage of development, using additional sources as needed in order to identify regarding your selected model of identity development. What will you do to bring about that next stage of development?
- Describe what you will do to move to the highest levels of identity development and integration.
- Include a family genogram outlining pertinent multicultural influences such as race, religion, sexual identity, disability, SES, etc. For assistance creating your genogram, refer to:

[http://genogramanalytics.com/examples\\_genograms.html](http://genogramanalytics.com/examples_genograms.html).  
[http://www.ehow.com/how\\_6947806\\_create-genograms.html](http://www.ehow.com/how_6947806_create-genograms.html)

Your paper will be approximately 6-8 pages, Word document written in APA format, utilizing at least five scholarly (i.e., peer-reviewed) sources. Your paper should be written in a clear, concise, and organized manner and display accurate spelling, grammar, and punctuation.

**Community Activity (PowerPoint presentation):** Students are expected to select and attend a function or establishment of your choice wherein you are the historically marginalized/underrepresented person. Use caution and assess your level of potential danger beforehand. You may choose to be accompanied by a family member, friend or colleague. Students will present in class on the following: **(1) thoughts and feelings before and after attending, (2) what you learned about yourself and your belief system, (3) what you expected and did not expect to experience, and (4) what you saw/observed and how it relates to the group in which you infused yourself.** Please note personal biases and stereotypes that surfaced before, during, and after this community activity. Hays' (2008) ADDRESSING model can be used as the basis for this assignment.

**You think you know me, but you have no idea (PowerPoint presentation):** Students will interview someone from a culturally diverse group/population and present on what they learned as a result of engaging this person. Additionally, students will develop an interview protocol which will be used during your interview. Be prepared to answer questions regarding this experience. **Hint:** Use open ended questions in order to obtain a thorough understanding of the individuals' subjective worldview.

**Case Conceptualization/Film Analysis:** Case conceptualization refers to the process in which one makes sense of a client's presenting concerns in the context of a theoretical framework. All students will watch **one assigned film** which encompasses various perspectives that have the potential to impact diversity in the workplace/workforce, with a specific focus on multicultural factors. Students will select one character and/or family and critically analyze (i.e., identify defining characteristics) how their lived experiences impact their worldview. This paper can be written in an outline format (e.g., bullet points) and **should not** be a summary of the film.

**Diversity in the News:** Issues of diversity are constantly impacting the workplace; therefore, it is important to remain current. You will submit one (1) diversity in the news write-up. You will select one Diversity in the News article to post to the main class discussion board. Individually, you will comment on the Diversity in the News articles posted by other colleagues.

## H. Course Requirements/Policies

Students are expected to attend all lectures and participate in class discussions. Lectures begin at the indicated time. If a student is unable to attend a lecture, they must notify the Course Coordinator in advance. Assignments will only be accepted late with prior notification of the Course Coordinator as to the reason. Similarly, having to miss an exam for other than health or emergency situations must be cleared in advance with the Course Coordinator and a make-up exam will be scheduled.

The JCLS grading scale (numeric ranges on a scale of 100 and the equivalent letter grades with plus/minus delineation) is in the JCLS College Catalog but is also reproduced below. The Academic Calendar indicating Add/Drop deadlines (usually the third week of class or the third meeting) is available on-line. Withdrawing from a course after the Drop deadline can have significant financial and academic consequences; please contact your Program Director.

**I. Assessment:**

<i>Participation/Class Discussion</i>	<i>30%</i>
<i>Cultural Identity Paper</i>	<i>30%</i>
<i>Community Activity</i>	<i>10%</i>
<i>You Think You Know Me</i>	<i>10%</i>
<i>Film Analysis</i>	<i>10%</i>
<i>Diversity in the News</i>	<i>10%</i>
	<i>100%</i>

<u>Grade</u>	<u>%</u>
<i>A</i>	<i>90 or above</i>
<i>A-</i>	<i>87-89</i>
<i>B+</i>	<i>84-86</i>
<i>B</i>	<i>80-83</i>
<i>B-</i>	<i>77-79</i>
<i>C+</i>	<i>74-76</i>
<i>C</i>	<i>70-73</i>
<i>F</i>	<i>Below 70</i>

**J. Policy on Accommodations for Disability**

Students who seek an accommodation for a disability should refer to the “Disability Accommodation” policy found on the JCLS website <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/disability-accommodations/Overview.html> under “Student Resources”, “Policies and Guidelines”. Because documentation is required and will be reviewed thoroughly, students are advised to request accommodations early in the term.

**K. JCLS Academic Integrity Policy** (From the JCLS Policy: The full document is available on the JCLS web page at: <https://www.jefferson.edu/content/dam/university/biomedical-sciences/student-guide/policies/JCBS-Handbook-2017-2018-08-29-17.pdf>)

The Administration and Faculty of the Jefferson College of Life Sciences believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their studies. Because we are committed to training future scientists and educators

who perform the highest quality of research, the School Administration and Faculty are equally committed to mandating and enforcing the practice of academic integrity by all students.