



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDHS 3325_001 Social & Cultural Issues in Human Services
Fall 2024**

Instructor: Gillian Rodriguez, MA, LPC
Meeting Day & Time: Tuesdays 2:00 p.m. – 4:45 p.m.
Location: Madla 206
Contact Information: grodriguez@tamusa.edu
Student Hours: By appointment in-office or online
Office Location: Classroom Hall Building Office 214K

Required Textbooks:

Title: Cultural Diversity: A Primer for the Human Services, 6th Edition | Copyright 2019
Author: Jerry V. Diller
Publisher: Cengage Learning
Brytewave Course Materials Tab
ISBN: 978-1-337-56338-3
ACCESS Program: Students may access a free digital copy via Brytewave on Blackboard.
Otherwise, texts are available for purchase through TAMUSA Bookstore or online.

Course Description:

This course explores the cultural, physical and socially constructed differences in people. This includes, but is not limited to, effects of social change, cultural patterns, roles of men and women, different lifestyles, ethnic groups, and other special populations.

Student Learning Outcomes:

At the successful completion of this course:

- Students will articulate an overview of generalized knowledge regarding the social and cultural contexts of human services.
- Students will identify key social determinants of health in human services.
- Students will examine and apply critical thinking skills to consider core cultural competencies and apply cultural empathy to experiential-based learning.
- Students will review both peer-reviewed literature and mainstream media to examine case studies varied in sociocultural contexts with aim to initiate exposure to real-world human service scenarios.
- Students will demonstrate knowledge related to contemporary ethical and legal issues applicable in human services.

COURSE ASSIGNMENTS

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your BlackBoard learning environment.

Overview of Assignments	Related Points (%)
Syllabus Quiz	(5%)
Discussion Posts (4)	(20%)
Article Review Paper	(15%)
Cultural Identity Celebration Project	(25%)
Midterm Examination	(15%)
Final Examination	(20%)
TOTAL	100 (100%)

Description of Course Assignments

Discussion Post #1

Welcome to Human Services! For some of you, this is your first Human Services course, and for others, you've been at this for several semesters. As we begin our semester together, this discussion will focus mainly on your entry into this area of learning and course.

1. Introduce yourself by sharing your name, your major, and where you consider home.
2. Extend the discussion to include how you selected Social & Cultural Issues HS as a course of study, a major, and even a career. What brought you to this course?
3. Share one thing you hope to learn about Social & Cultural Issues in Human Services and discuss your aspirations for adapting this knowledge to real-life circumstances in a career. What do you want to do with this?

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

Syllabus Quiz

Review your course syllabus and complete this brief quiz related to the content. This assignment is due by 11:59pm on the assigned date, and is worth 5 (5%) points toward your overall course grade.

Discussion Post #2

Sociocultural guidelines and standards put forth by national organizations and associations are a decade or more out of date. Events, mindsets, and perspectives have shifted on a global scale, especially in the wake of the #MeToo movement, COVID-19 pandemic, and wider adaptation of social networking and AI Technologies.

In your discussion:

1. Define and describe a minimum of one existing sociocultural guideline, standard or law that you agree with, and explain why it is important.

2. Deepen the conversation by sharing one existing sociocultural guideline, standard or law with which you do not agree, and explain why it should be revised or eliminated.

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

Mid-Term Examination

Your midterm examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 1-9 of your textbook, in-class lecture material, and slides and is worth 15% of your overall course grade. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, and will be open for a full 24 hours, closing at midnight. Each exam will have one attempt and questions will be displayed in a scrolling format on screen.

Discussion Post #3

The importance of new and emerging technology in influencing sociocultural issues cannot be overstated. With wider adoption of artificial intelligence and the continuous evolution of social networking platforms, how humans interact with and understand each other is changing every day. In your discussion:

1. Identify **at least one** area of technology that benefits the human services and helping professions.
2. Expand your understanding of current technology by sharing how you might apply AI in a real-life helping professional environment or situation.

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

Discussion Post #4

Human services professionals serve a wide swath of individuals, families, groups, communities and beyond. Within these are many variations in culture, traditions, values, and overall worldviews. In your discussion:

1. Choose a culture or worldview different than your own, and identify how an individual may encounter a human service professional "in the real world."
2. Next, expand on how human services may (or may not) be experienced differently by an individualistic culture versus a collectivistic culture.
3. As a human services professional, how can you apply cultural empathy and other ethical principles during times of uncertainty?

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least one of their conversations and one comment in your initial thread. Replies to your peers are due by midnight on the assigned date, and are worth 5 (5%) points toward your overall course grade.

Article Review

You will use the library databases to identify and review a peer-reviewed journal article from a relevant journal (example: the *Journal of Human Services*) that reports the findings of primary research regarding a sociocultural topic, and associated ethical, legal, and personal/self-care implications. Choose an article published within the last five years and reflects your personal interests. This paper should be a maximum of five paragraphs (three-five sentences each), and should follow the subsequent format and content requirements:

- **Paragraph 1:** Introduction of the article including a **brief** 1-2 sentence summary of the article along with 3-5 sentences about the background/history of the topic and rationale for the study
- **Paragraph 2:** Identification and description of the method that was implemented
- **Paragraph 3:** Review of the key findings and how those align with the author(s) research questions and hypotheses
- **Paragraph 4:** Identification of limitations and how these might be improved upon
- **Paragraph 5:** Your impressions of the practical value of the study for informing practice.

Your submitted document should include an APA-formatted title page, main text, and reference page (this includes within-text citations, and a reference page citing the article selected, as well as any other unoriginal material you cite). This assignment is due by 11:59pm on the assigned date, and is worth 15% toward your overall course grade.

Cultural Identity Celebration Project

Part I.

Reflect on your own sociocultural identity and research important aspects you wish other people knew and understood. For example, someone who identifies as LGBTQIA+ may wish the greater public knew more about the history of the Stonewall Uprising, and understood the importance of increasing safe spaces in workplace environments.

Part II.

Take part in a minimum of one event that connects your sociocultural identity with a helping profession. For example, someone whose sociocultural identity is centered on being from San Antonio may participate in Dia de los Muertos by volunteering with hospital staff to create an Ofrenda.

Part III. Create a Visual Presentation

- I. Choose a format: Powerpoint, Canva Presentation, or other visual presentation
- II. Create Outline: 1 cover slide, 6 content slides, 1 references slide
 - a. Cover Slide
 - b. Slide 1: Introduction (overview of yourself and your sociocultural identity)
 - c. Slide 2: Origins & roots of your sociocultural identity
 - d. Slide 3: What you wish others knew and understood about your sociocultural identity
 - e. Slide 4: Your sociocultural activity experience
 - f. Slide 5: How you see your sociocultural identity as an asset to your helping profession
 - g. Slide 6: Future plans for interweaving your sociocultural identity with your helping prof.
 - h. Slide 7: Conclusion (What you learned from this project)
 - i. Slide 8: References

This assignment will be due no later than 11:59 P.M. CST on the date assigned and will be submitted via blackboard assignment tab. You will individually present your visual to the class on 11/19/2024. This assignment in total is worth 25% of your course grade.

Final Examination

Your final examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 10-20 of your textbook, in-class lecture material, and slides and is worth 20% of your overall course grade. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, and will be open for a full 24 hours, closing at midnight. Each exam will have one attempt and questions will be displayed in a scrolling format on screen.

FINAL GRADE ALLOCATION CRITERIA

Total Points Earned	Related Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

IMPORTANT UNIVERSITY POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

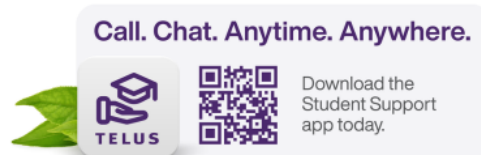
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by dialing 988 OR calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and

staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Use of Generative AI Permitted Within Guidelines: Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy

acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>)

Important Fall 2024 Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic “W”
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>.

Week	Topics and Assignments	Materials
1 8/27	Introduction to Course Review Objectives, Materials, & Schedule DUE 8/30/24: Syllabus Quiz DUE 8/30/24: Discussion Post #1	Syllabus Acquire textbook Familiarize yourself with Blackboard
2 9/3	NO CLASS: 9/2/24 (LABOR DAY HOLIDAY)	Chapter 2-3
3 9/10	DUE 9/13/24: Discussion Post #2	Chapter 5
4 9/17		Chapter 4
5 9/24	DUE 9/27/24: Article Review Paper	Chapter 8-9
6 10/1		Chapter 6
7 10/8		Chapter 7
8 10/15	DUE 10/16/24: Mid-Term Examination Via Blackboard; open 24 hours; due by midnight	10/14: IN CLASS REVIEW
9 10/22	DUE 10/25/24: Discussion Post #3	Chapter 10
10 10/29		Chapter 11-12
11 11/5	DUE 11/8/24: Discussion Post #4	Chapter 13-14
12 11/12	(Continued next page) DUE 11/15/24: SOCIOCULTURAL IDENTITY CELEBRATION PROJECT (VISUALS/POWERPOINTS)	Chapter 15-16
13 11/19	11/19/24: SOCIOCULTURAL IDENTITY CELEBRATION PRESENTATIONS	IN-CLASS PRESENTATIONS

	NO CLASS: HAPPY THANKSGIVING	
14 12/3		Chapter 17-19
15	12/11/2024: FINAL EXAMINATION Via Blackboard; Open 24 hours, Due by midnight	

**IMPORTANT: ALL ASSIGNMENTS ARE SUBMITTED VIA BLACKBOARD
BY MIDNIGHT ON THE ASSIGNED DUE DATE.**

LATE WORK PENALTY (EXAMS NOT INCLUDED):

1 DAY = 11 POINTS DEDUCTED; MAX = B

2 DAYS= 30 POINTS DEDUCTED; MAX = PASSING

AFTER 2 DAYS = WORK WILL NOT BE ACCEPTED, ZERO POINTS