



TEXAS A&M UNIVERSITY SAN ANTONIO

EDHS 3325 Social & Cultural Issues in Human Services Fall 2026

College of Education and Human Development
Department of Counseling, Health & Kinesiology

Course Information

Instructor: Gillian Rodriguez, MA, LPC

Meeting Day & Time: Tuesdays and Thursdays, 2:00 p.m. – 3:15 p.m.

Location: Classroom Hall Room 305

Contact Information: grodriguez@tamusa.edu

Student Hours: By appointment in-office or online

Office Location: Classroom Hall Room 214Q

Required Textbooks

Title: Diversity, Cultural Humility, and the Helping Professions: Building Bridges Across Difference, 1st Edition | Copyright 2022

Author: Sana Loue

Publisher: Springer

ISBN: 978-3-031-11383-3 (softcover); 978-3-031-11381-9 (eBook)

Access Program: The eBook is available via SpringerLink. Print copies are available for purchase through the TAMUSA Bookstore or online.

Title: Ethical Standards for Human Services Professionals

Author: National Organization for Human Services (NOHS)

Publisher: National Organization for Human Services, adopted 2024

Access Program: Available at no cost at

<https://www.nationalhumanservices.org/ethical-standards/>. A printer-friendly PDF is linked on that page.

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:

1. Students will describe the sociocultural context of human services delivery, including the capacities, limitations, and resiliency of human systems and the social and cultural issues that affect them.
2. Students will identify the social determinants of health and analyze the systemic causes of poverty, health disparities, and differential access to services among the populations served by human services professionals.
3. Students will analyze the construction of social categories, stereotyping, and prejudice at the individual, institutional, and societal levels, and apply cultural competence and cultural humility frameworks within an experiential, community-based learning activity.
4. Students will obtain, synthesize, and report information drawn from peer-reviewed literature and mainstream media, assessing the quality of information from each source and its application to real-world human service scenarios.
5. Students will explain contemporary ethical and legal issues in human services, including current legislation affecting service delivery, confidentiality, client self-determination, professional boundaries, and the worth and uniqueness of every individual.
6. Students will examine their own culture, biases, and belief systems; articulate a professional identity grounded in the NOHS/CSHSE ethical standards; and apply strategies for self-care as emerging human services professionals.

Course Assignment Grading Scale

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 (%)	Supports SLO(s)
Discussion Video Chats (4)	20%	1, 3, 5
Article Review	20%	2, 4, 5, 6
Cultural Identity Celebration Project	25%	1, 3, 6
Midterm Examination	15%	1, 2, 3

Overview of Assignments	Related Points (%)	Supports SLO(s)
Final Examination	20%	1, 3, 5
TOTAL	100 (100%)	

Table: Overview of Assignments, Related Points (percent), and Supported Student Learning Outcomes (SLOs).

Final Grade Allocation Criteria

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

Table: Final Grade Allocation Criteria.

Description of Course Assignments

All assignments are due on Fridays by 11:59 p.m. CST and submitted online via Blackboard, unless otherwise noted. Questions should be asked ahead of the due date either during class, office hours, or via email.

Attendance

Since this is a Human Services course, your attendance is measured by engagement with each other and the course material. Blackboard analytics provides a generous monitor of clicks, session duration, and other insights to help faculty determine student interaction with the learning material. While attendance does not serve as a grade in this course, it is taken to meet University reporting standards. Please do not attend class while ill.

Discussion Video Chats

You will be randomly assigned to a group via Blackboard. The group will meet online via Microsoft Teams or Zoom at a day and time mutually agreed upon between group members. Each week, one student will send the Teams meeting invitation, begin the meeting, and ensure the meeting is recorded. The student will record a 15–20-minute video chat wherein all students within the group will reflect on the week's material and any supplemental material. Once the meeting is concluded, locate the meeting transcript in your OneDrive. Then upload a copy of the transcript into the assignment opened in Blackboard. Each student participant's name must be visible in the meeting transcript in order to receive credit for the assignment. Cameras must be on for the

meeting and students visible in the recording. Discussion should be organic and free-flowing, but maintain focus and intention on the topic rather than small talk.

Please refer to the “How-To Guide: Video Discussion Chats” in Blackboard for detailed information on using Microsoft Teams for this purpose.

Your individual grade will be based on your participation within the group as reflected in the transcript that you upload. Each video chat is worth 5% of your overall course grade, and there are a total of four video chats this semester, producing 20% of your overall course grade.

Discussion Video Chat #1

Welcome to Social Cultural Issues in 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 educational pathway and profession.

- ☐ Introduce yourself by sharing your name, your major, and where you consider home.
- ☐ 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?
- ☐ What is one specialized population you hope to learn more about?

Discussion Video Chat #2

Human services is not a fixed field. What counts as helping, who does it, and how it reaches people have all shifted over time, and they are still shifting. Now that you have an introductory understanding of what human services are and how the helping process has changed, use this discussion to look at the profession as something that continues to evolve. Keep the conversation anchored in human services practice: bring in political or economic context only as far as it explains how services are delivered.

- ☐ Define social determinants of health in your own words and describe a minimum of two SODH that a human services professional might encounter.
- ☐ Review and reflect upon the historical contexts of social cultural issues in human services.

Discussion Video Chat #3

Before this course, you may have learned about distinct and unique cultures. However, this may be the first encounter with the concepts of how to practice human services in a culturally-supportive way.

- ☐ Define and distinguish the concepts of cultural competence and cultural humility. Which model do you prefer and why?
- ☐ What are some relevant legal and ethical issues related to social cultural issues when practicing in the human services profession?

Discussion Video Chat #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. Keep the conversation anchored in human services practice: the aim is to understand how these differences shape the way people experience services and how you would respond as a professional.

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

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 1–5 of your textbook, in-class lecture material, and slides. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, open for a full 24 hours, and closes at 11:59 p.m. CST. Each exam will have one attempt and questions will be displayed one at a time. Once a question is answered, it may not be revisited. Students who have DSS accommodations should refer to the DSS policies regarding exams and are encouraged to proactively communicate needs with faculty. This exam is worth 15% toward your overall course grade.

Article Review

Choose a social cultural issue in human services that matters to you. Using the library databases, find three peer-reviewed articles and one or two pieces of mainstream media coverage on that issue. Write a paper that is five to seven pages, double spaced and formatted according to APA student guidelines, organized around the five sections below.

1. **The Issue and Why It Matters**
Identify the issue, who it affects, and what is at stake. Explain what is relevant about this social cultural issue to the Human Services profession.
2. **What the Public Hears**
Summarize what your selected mainstream media sources say about the issue. How certain do these sources sound? Who is their intended audience/reader?
3. **What the Research Shows**
Summarize what your three peer-reviewed articles found. Then compare those findings to the media coverage. Compare and contrast findings from both categories of sources.
 - a. **Hint: For more information about peer-reviewed articles, contact your TAMUSA Librarian, Megan Gonzales or [visit this helpful guide](#).**
4. **Values, Reactions, and Cultural Identity (this section may be in first person)**
Describe what came up for you while you were researching this. Where do your own social cultural values line up with what you found, and where do they collide? How does your understanding of cultural humility align?

5. Application

Describe a realistic situation where a human services professional would encounter this issue. Explain what they would need to know and what they would need to do.

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 media sources and articles selected, as well as any other unoriginal material you cite). This assignment is due by 11:59 p.m. CST on the assigned date and is worth 20% toward your overall course grade.

Cultural Identity Celebration Project

Part I.

Reflect on your own sociocultural identity and research and note 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 cultural humility in workplace environments.

Part II.

Take part in a minimum of one University or Community 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 Día de los Muertos by volunteering with TAMUSA or hospital staff to create an Ofrenda.

Part III. Create a Visual Presentation

Slide outline:

Cover Slide

Slide 1: Introduction (overview of yourself and your sociocultural identity)

Slide 2: Origins & roots of your sociocultural identity

Slide 3: What you wish others knew and understood about your sociocultural identity

Slide 4: Your sociocultural activity experience

Slide 5: How you see your sociocultural identity as an asset to your helping profession

Slide 6: Future plans for interweaving your sociocultural identity with your helping profession, including the self-care practices you will use to sustain that work

Slide 7: Conclusion (What you learned from this project)

Slide 8: References

This assignment will be due no later than 11:59 p.m. CST on the assigned date and will be submitted via the Blackboard assignment tab. You will individually present your visual to the class after it has been submitted. 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 6–10 of your textbook, in-class lecture material, and slides. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, open for a full 24 hours, and closes at 11:59 p.m. CST. Each exam will have one attempt and questions will be displayed one at a time. Once a question is answered, it may not be revisited. Students who have DSS accommodations should refer to the DSS policies regarding exams and are encouraged to proactively communicate needs with faculty. This exam is worth 20% toward your overall course grade.

Late Work Policy

All assignments are submitted via Blackboard by 11:59 p.m. CST on the assigned due date. Exams do not qualify for late submission, no exceptions.

Days Late	Grading Policy
1 day (by 11:59 p.m. CST)	30 points deducted; maximum grade: 70. Points deducted subsequently are reflective of student performance to assignment standards
After 1 day	Work will not be accepted; automatic grade of 0

Table: Late Work Grading Policy (exams not included).

University Policies and Resources

University Email Policy and Course Communications:

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss

their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance. While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

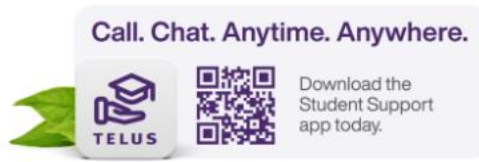
	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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 by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring"

appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based 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.

Young Jaguars

TAMUSA can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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, 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](#) or visit the resources available in the [OSRR website](#)

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, Claude, Gemini, Grammarly and Perplexity, is permitted in this course as a starting point for ideas but must be properly cited. Exclusively AI-generated work may not be submitted as your completed assignment.

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.

Guidance for how to cite AI-generators such as ChatGPT can be found at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by

	4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

Course Schedule

Week	Dates	Topics and Assignments	Materials
1	8/25, 8/27	Introduction to Course; Review Objectives, Materials, & Schedule Addressing special populations	Syllabus; Acquire textbook; Familiarize yourself with Blackboard
2	9/1, 9/3	Us and Them: The Construction of Categories Intro to Social Determinants of Health DUE 9/4/26: Discussion Video Chat #1	Chapter 1
3	9/8, 9/10	How We Got to Where We Are: Historical, Systemic, and Institutional Responses to Difference DUE 9/11/26: Discussion Video Chat #2	Chapter 2
4	9/15, 9/17	Individual-Level Responses to Difference	Chapter 3
5	9/22, 9/24	Disparities in Health, Health Care, and Healthcare Access DUE 9/25/26: Article Review	Chapter 4
6	9/29, 10/1	Cultural Competence as an Approach to Understanding Difference	Chapter 5
7	10/6, 10/8	Cultural Competence as an Approach to Understanding Difference (continued) DUE 10/9/26: Mid-Term Examination (via Blackboard; open 24 hours; due by 11:59 p.m. CST)	Chapter 5
8	10/13, 10/15	Transformational Learning Through Cultural Humility	Chapter 6
9	10/20, 10/22	Diversity in the Legal Context DUE 10/23/26: Discussion Video Chat #3	Chapter 7

Week	Dates	Topics and Assignments	Materials
10	10/27, 10/29	Fostering Cultural Humility in the Institutional Context	Chapter 8
11	11/3, 11/5	Diversity, Cultural Humility, and Professionalism DUE 11/6/26: Discussion Video Chat #4	Chapter 9
12	11/10; NO CLASS 11/12	Diversity, Cultural Humility, and Professionalism (continued) DUE 11/13/26: Cultural Identity Celebration Project (Upload visuals/PowerPoints to Blackboard)	Chapter 9
13	11/17, 11/19	11/17 and 11/19: Cultural Identity Celebration Project – In-Class Presentations	In-Class Presentations
14	11/24	Cultural Humility and the Helping Professional NO CLASS 11/26 – Happy Thanksgiving	Chapter 10
15	12/1, 12/3	Cultural Humility and the Helping Professional (continued)	Chapter 10
16	12/4	DUE 12/4/26: Final Examination (via Blackboard; open 24 hours; due by 11:59 p.m. CST)	

Note: All assignments are submitted via Blackboard by 11:59 p.m. CST on the assigned due date.