



Multicultural Competence Seminar: Multicultural Training Module

SEMINAR OBJECTIVE: This seminar is designed to familiarize participants with the components of multicultural training, highlighting the requisite knowledge, awareness, and skills that are necessary for culturally competent practice. Emphasis is placed on the necessary process of self-reflection that is imperative to practicing in a culturally competent manner.

SEMINAR DESCRIPTION: This seminar is structured to include both face to face meetings and online participation. The seminar will focus on existing models of multicultural training with a particular emphasis on the empirical basis and proven efficacy of various formats of cultural training. Online and face to face discussions are designed to expand your understandings of the process involved in the development of cultural competence with particular emphasis on how your own beliefs and experiences have impacted your learning and development up to this point.

REQUIRED MATERIALS: The readings and videos are located at the Learn@UW website <https://uwmad.courses.wisconsin.edu/>. Furthermore, additional readings may be distributed via email by the teaching assistants if necessary. Instructions for the Voice Project are detailed below.

INCLUSION: We wish to fully include persons with disabilities in this seminar. Please inform your teaching assistant by the end of the first week of class if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with us.

REQUIREMENTS:

- a) **Attendance at Mandatory Discussion Sections (30 points):** Students are expected to attend *all required discussion sections*. See the seminar schedule for the dates of these discussion sections. With this said, we understand that situations do arise that may prevent you from attending a discussion section. In this case, please notify your teaching assistant as soon as possible if you are unable to attend a discussion section. Students will be required to complete a make-up assignment in those instances when they miss a discussion section.
- b) **Participation at Mandatory Discussion Sections (60 points):** *During a week when there IS a discussion section*, students are required to come to class having *read the readings* and prepared to *engage actively in a discussion with their classmates* about the readings and share their thoughts and reactions to the readings for that week. If a video lecture is assigned for that week, students are also required to *view that video lecture* prior to coming to the discussion section.
- c) **Participation via Learn@UW Site (100 points):** Students are required to complete the assigned readings and/or view the on-line videos each week. These materials can be accessed via the Learn@UW seminar website <https://uwmad.courses.wisconsin.edu/>. In addition, on those weeks when the discussion group does NOT meet, students are asked to *write a "reading response"* that summarizes their thoughts, ideas, reactions, wonderments, etc. after viewing the on-line lecture and doing the readings. This should be posted to the discussion section at the Learn@UW website by the determined due date. Please remember to write questions and reaction statements in a respectful manner.
- d) **Final Project (100 points):** The final project for this class will seek to integrate the information obtained throughout the seminar through the creation of a multicultural training program for your particular work setting. This project is an opportunity to address issues that you feel are relevant in your work context and as such, you are encouraged to critically examine your individual settings for training topics that could benefit not only yourself, but your co-workers as well. A more detailed description of the final project is provided below.

GRADING: Final grades will be distributed as follows out of the total possible points:

93-100%	A	70-77%	C
88-92%	A/B	60-69%	D
82-87%	B	59% and below	F
78-81%	B/C		

SEMINAR SCHEDULE, TOPICS, READINGS, & ASSIGNMENTS

Week of	Topics	Readings/Activities	Assignments
Week 1: Day 1: October 17 th 4:30-6:00 ----- Day 2	Introduction to the seminar ----- Components of multicultural training	No required readings ----- Required readings: ■	■ Please write a 2 page summary of your past multicultural training, including an analysis of both the positive and negative aspects of this training. This should be submitted at the Learn@UW site via the drop box ----- ■ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the videos and readings.
Week 2: Day 3: October 24 th 4:30-6:00 ----- Day 4	Theories of multicultural training ----- Theories of multicultural training, continued	Required readings: ----- Required readings:	----- ■ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the videos and readings.
Week 3: Day 5: October 31 st 4:30-6:00 ----- Day 6	Models of multicultural training ----- Critiques of multicultural training models	Required readings: ----- Required readings:	----- ■ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the videos and readings.
Week 4: Day 7: NO meeting (work on final project) ----- Day 8: November 7 th 4:30-6:00			----- Turn in final projects via drop box on Learn at UW site and bring a copy to class for group sharing.

Final Project

The final project for this class will seek to integrate the information obtained throughout the seminar through the creation of a multicultural training program for your particular work setting. This project is an opportunity to address issues that you feel are relevant in your work context and as such, you are encouraged to critically examine your individual settings for training topics that could benefit not only yourself, but your co-workers as well.

Completion of this assignment involves the following tasks:

- 1) Identification of pertinent training areas in your work setting based on problems or issues that you have observed. You may decide that a general multicultural training model is necessary or that training around a particular area (i.e., race, disabilities, sexual orientation, etc.) is more relevant. an individual from your work setting who you believe practices in a culturally competent manner
- 2) Develop a multicultural training program for your work context. This training program may be structured in whatever way you desire, but you must be able to support and articulate your decisions
- 3) Write up your training program.

Your final write up should include the following topics:

- A brief description of your work setting: You may want to include information regarding the populations you serve, the mission of the setting, etc.
- The goals and objectives of the multicultural training program that you designed and your justification for doing so: You will want to include a description of the particular issues faced in your work context and how this influenced your decisions around the type of program you created, including how past training has proved successful or unsuccessful
- A brief description of the format and structure of your training program: This is a good opportunity to integrate the readings and discussions from the seminar to explain why you chose to structure your training program as you did. Keep in mind that there is not one right way to structure a training program but cohesion between the objectives and structure of your program is essential
- A thorough description of the materials to be used for the training program: You will also want to include the types of discussion questions or activities that you feel will assist your participants in gaining access to the information you are providing.
- Application and reflection: It is expected that the training program will also fill a void in your personal and professional knowledge and understanding. With that in mind, please include an analysis of how the process of designing the training program impacted your understandings related to the work that you do and the future training that you require.



Multicultural Competence Seminar: Skills Module

SEMINAR OBJECTIVE:

The focus of this seminar is on the application of cultural awareness and knowledge as well as the identification and integration of culturally competent skills in the school setting. Participants will be required to further challenge their understanding of the phrase *culturally competent practice* to identify the requisite intra- and inter- personal skills required to meet the needs of culturally diverse students. Furthermore, emphasis will be placed on identifying the cultural practices of their individual work settings and reflecting on the ways in which their own beliefs and experiences perpetuate or challenge those practices

SEMINAR DESCRIPTION: This seminar is structured to include both face to face meetings and online participation. The seminar will focus on the application of your personal reflections and cultural understandings as they pertain to your particular work context. *Online and face to face discussions are designed to challenge your beliefs and current practices in order to develop increasingly culturally sensitive and competent skills and understandings.*

REQUIRED MATERIALS: The readings and videos are located at the Learn@UW website <https://uwmad.courses.wisconsin.edu/>. Furthermore, additional readings may be distributed via email by the teaching assistants if necessary.

INCLUSION: We wish to fully include persons with disabilities in this seminar. Please inform your teaching assistant by the end of the first week of class if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with us.

REQUIREMENTS:

- a) **Attendance at Mandatory Discussion Sections (30 points):** Students are expected to attend *all required discussion sections*. See the seminar schedule for the dates of these discussion sections. With this said, we understand that situations do arise that may prevent you from attending a discussion section. In this case, please notify your teaching assistant as soon as possible. Students will be required to complete a make-up assignment in those instances when they miss a discussion section.
- b) **Participation at Mandatory Discussion Sections (60 points):** *During a week when there IS a discussion section*, students are required to come to class having *read the readings* and prepared to *engage actively in a discussion with their classmates* about the readings and share their thoughts and reactions to the readings for that week. If a video lecture is assigned for that week, students are also required to *view that video lecture* prior to coming to the discussion section.
- c) **Participation via Learn@UW Site (100 points):** Students are required to complete the assigned readings and/or view the on-line videos each week. These materials can be accessed via the Learn@UW seminar website <https://uwmad.courses.wisconsin.edu/>. In addition, on those weeks when the discussion group does NOT meet, students are asked to *write a "reading response"* that summarizes their thoughts, ideas, reactions, wonderments, etc. after viewing the on-line lecture and doing the readings. This should be posted to the discussion section at the Learn@UW website by the determined due date. Please remember to write these questions and reaction statements in a respectful manner.
- d) **Final Project (100 points):** The final project for this class will seek to integrate the information obtained throughout the seminar and stretch the participant to practically examine their current practices and what they consider to be the behavioral and attitudinal markers of cultural competence. A more detailed description of the final project is provided below.

GRADING: Final grades will be distributed as follows out of the total possible points:

93-100%	A	70-77%	C
88-92%	A/B	60-69%	D
82-87%	B	59% and below	F
78-81%	B/C		

SEMINAR SCHEDULE, TOPICS, READINGS, & ASSIGNMENTS

Week	Topics	Readings	Assignments
Week 1: Day 1: November 21 st 4:30-6:00 ----- Day 2:	Introduction to the seminar ----- Introduction to basis for culturally competent practice	No required readings ----- Required Readings: ▪ Bradfield-Kreider (2001)	▪ Please write a 3 page reflection that focuses on your current understanding and integration of culturally competent practice in your work setting. This paper can be used as an opportunity to reflect on both your strengths and areas for improvement, including topics or questions that you are hoping to have addressed in the seminar. This should be submitted at the Learn@UW site via the drop box ----- ▪ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the reading.
Week 2: Day 3: November 28 th 4:30-6:00 ----- Day 4	Resistance towards integration of culturally competent practices ----- Introduction to models of culturally competent practice	Required Readings: ▪ Lawrence (2005) ----- Required Readings: ▪ Weinstein (2004)	----- ▪ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the videos and readings.
Week 3: Day 5: December 5 th 4:30-6:00 ----- Day 6:	Models of culturally competent practice ----- Models of culturally competent practice	Required Readings: ----- Required Readings:	----- ▪ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the readings.
Week 4: Day 7: NO meeting (work on final project) ----- Day 8 : December 12 th 4:30-6:00			----- Turn in final projects via drop box on Learn at UW site and bring a copy to class for group sharing.

Final Project

The final project for this class will seek to integrate the information obtained throughout the seminar and stretch the participant to practically examine their current practices and what they consider to be the behavioral and attitudinal markers of cultural competence. This final project will involve interviewing an individual from your work setting who you believe is successful in integrating components of culturally competent practice, the findings/impressions of which will be included in the final write up.

Completion of this assignment involves the following tasks:

- 2) Identify an individual from your work setting who you believe practices in a culturally competent manner
- 3) Develop an interview plan that will enable you to gather more information regarding the person's work practices, as well as their perspectives on culturally competent practice
- 4) Write up your findings.

Your final paper (5-7 typed, double-spaced pages in length) should include the following topics:

- A brief description of your work setting: You may want to include information regarding the populations you serve, the mission of the setting, etc.
- The reasons why you selected your interviewee: You may want to ask yourself the following questions: What is it about this person that led me to identify them as "culturally competent"? What about their behavior? Their interactional style? Their attitude? Their education? What about my own stereotypes may have influenced this identification?
- A brief description of the person you interviewed: Remember to try and keep this confidential, but it may be helpful to describe the work that they do. This could also feed into the reasons why you identified them as "culturally competent".
- Your focus/intention of the interview: What were you trying to find out? More about their practices? Attitudes?
- Findings/impressions from the interview: What did you learn about them in the interview and how does that influence your perceptions of what defines "culturally competent practice"?
- Application: What did this interview/assignment show you about how your practices need to change? How can you take what you learned both from your impressions of how a "culturally competent" person behaves and from what you learned through the interview in order to adjust your attitudes/behaviors/etc. in order to be more in line with what "culturally competent practice" in your work setting looks like? You may want to use information that you gleaned from the annotated bibliography in order to inform your opinions.



Multicultural Competence Seminar: Culturally Competent Assessment

SEMINAR OBJECTIVE: This seminar is designed to familiarize participants with the extant, relevant literature on culturally competent assessment within schools and to provide participants with an opportunity to reflect on their own assessment practices. Participants will also have the opportunity to reflect on theories behind culturally competent assessment and design a contextually relevant assessment based on the understanding gained in the seminar. Emphasis is placed on the necessary process of self-reflection that is imperative to culturally competent assessment practices.

SEMINAR DESCRIPTION: This seminar is structured to include both face to face meetings and online participation. The seminar will focus on existing models of multicultural training with a particular emphasis on the empirical basis and proven efficacy of various formats of cultural training. Online and face to face discussions are designed to expand your understandings of the components of culturally competent assessment, including relevant theoretical and contextual considerations.

REQUIRED MATERIALS: The readings and videos are located at the Learn@UW website <https://uwmad.courses.wisconsin.edu/>. Furthermore, additional readings may be distributed via email by the teaching assistants if necessary. Instructions for the Voice Project are detailed below.

INCLUSION: We wish to fully include persons with disabilities in this seminar. Please inform your teaching assistant by the end of the first week of class if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with us.

REQUIREMENTS:

- a) **Attendance at Mandatory Discussion Sections (30 points):** Students are expected to attend *all required discussion sections*. See the seminar schedule for the dates of these discussion sections. With this said, we understand that situations do arise that may prevent you from attending a discussion section. In this case, please notify your teaching assistant as soon as possible if you are unable to attend a discussion section. Students will be required to complete a make-up assignment in those instances when they miss a discussion section.
- b) **Participation at Mandatory Discussion Sections (60 points):** *During a week when there IS a discussion section*, students are required to come to class having *read the readings* and prepared to *engage actively in a discussion with their classmates* about the readings and share their thoughts and reactions to the readings for that week. If a video lecture is assigned for that week, students are also required to *view that video lecture* prior to coming to the discussion section.
- c) **Participation via Learn@UW Site (100 points):** Students are required to complete the assigned readings and/or view the on-line videos each week. These materials can be accessed via the Learn@UW seminar website <https://uwmad.courses.wisconsin.edu/>. In addition, on those weeks when the discussion group does NOT meet, students are asked to *write a "reading response"* that summarizes their thoughts, ideas, reactions, wonderments, etc. after viewing the on-line lecture and doing the readings. This should be posted to the discussion section at the Learn@UW website by the determined due date. Please remember to write questions and reaction statements in a respectful manner.
- d) **Final Project (100 points):** The final project for this class will seek to integrate the information obtained throughout the seminar through the creation of a contextually relevant and culturally competent assessment. Participants are encouraged to design an assessment that has practical significance and that can be integrated into their work setting. A more detailed description of the final project is provided below.

GRADING: Final grades will be distributed as follows out of the total possible points:

93-100%	A	70-77%	C
88-92%	A/B	60-69%	D
82-87%	B	59% and below	F
78-81%	B/C		

SEMINAR SCHEDULE, TOPICS, READINGS, & ASSIGNMENTS

Week of	Topics	Readings/Activities	Assignments
Week 1: November 19 th 4:30-6:00	Introduction to the seminar	Required readings:	<ul style="list-style-type: none"> ▪ ??? ▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings .and respond to two class mate responses.
Week 2: November 26 th 4:30-6:00	Theories of culturally competent assessment	Required readings:	<ul style="list-style-type: none"> ▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings .and respond to two class mate responses.
Week 3: No class meeting	Designing culturally competent assessments	Required readings:	<ul style="list-style-type: none"> ▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings and respond to two class mate responses
Week 4: December 10 th 4:30-6:00	Final Projects	Required readings:	<ul style="list-style-type: none"> ▪ Turn in final projects via drop box on Learn at UW site and bring a copy to class for group sharing.

Final Project

The final project for this class will seek to integrate the information obtained throughout the seminar through the creation of a contextually relevant and culturally competent assessment. Participants are encouraged to design an assessment that has practical significance and that can be integrated into their work setting. Given the needs of your particular work context, you may decide to create an assessment that is relevant for your classroom or for the school as a whole.

Successful completion of the final project will include two portions:

- 1) **The assessment:** You will be required to create a contextually relevant, culturally competent assessment device that you can integrate into your work setting.
- 2) **The write-up:** In addition to the assessment device itself, you are required to write a 4-6 page paper that addresses the following topics: 1) the rationale underlying your assessment device, including the purpose of your assessment device as well as an analysis of the problems that you observed in extant assessment devices on similar topics; 2) the literature or other sources that you relied on in creating your assessment device; and 3) a reflection on how you feel the structure and content of your assessment device is reflective of the notions underlying culturally competent assessment.