Appendix A

Example Online Module for Cultural Competency

Module Information: Cultural Competency in Emergency Management
What is cultural competency? It is the ability to interact effectively with persons with cross cultural and multicultural backgrounds (Gaynor, 2014). The evolving demographics, needs, and demands of society requires emergency managers and staff to be culturally competent and acknowledge diverse needs within each phase (Edwards, 2012). To be inclusive of the whole community, it is important to recognize the shifting demographics of the community. For instance, persons of color, primarily among African American, Asian, and Latino groups, will represent over half of the American population by 2060 (Gaynor, 2014). In addition, the emergency management profession is shifting from an older, Caucasian, male dominated sector to one representative of all genders, age groups, and ethnicities (Alexander, 2012).

According to the International Association of Emergency Managers’ Code of Ethics and Professional Conduct (2011), practitioners commit to developing their knowledge, skills, and abilities (KSAs) to respectfully and professionally serve their communities. By building and maintaining the trust and confidence of their citizenry, managers are better able to assist multiethnic societies in achieving “at least three goals, including (a) assurance of rights for everyone, (b) equitable delivery of services, and (c) movement toward full inclusion” (Britnall, 2008, p. 40). Moreover, the increased awareness allows administrators to understand the connection between policies and demographic change (Diem & Frankenberg, 2013). Yet, many managers are often unaware of the preexisting assumptions and paradigms they bring to a decision making situation. By increasing KSAs related to cultural competency, managers become more empathetic, credible, trustworthy, and relatable (Ahmed, Wilson, Henriksen, & Jones, 2011; Guimond et al., 2013). As you will read this week, many emergency management practitioners lacking diversity KSAs. As the emergency management and homeland security discipline moves closer to accreditation and curriculum standards, scholars (Haupt & Knox, 2018; Knox, Emrich, & Haupt, 2019; Knox & Haupt, 2015) argue for the inclusion of cultural competency education in emergency management curriculum at all degree levels.

If you are interested in learning more about your preconceived notions, stereotypes, and attitudes on various issues, then complete one or more of the Harvard Implicit Tests.

The cultural competency case study assignment for this module places you as an active participant in a scenario. With the information provided, you will discuss the scenario using the guiding questions. The goal of this assignment is to come to a consensus on these questions, while considering how your preexisting assumptions affect your decision making process. I look forward to seeing the evolution of your discussion threads, as well as your group’s final response.

References
Assignment
This week each student is randomly assigned to a group to participate in a cultural competency case study. For this assignment, review the ground rules and scenario. Then engage with your group members to answer the provided questions. There are no right answers, which can frustrate some individuals. It is more important to discuss the various aspects of the scenario as your group finalizes the answer.

Faculty member/trainer: include one of the case studies from this book in your online system.

Cultural Competency Case Study Discussion Assignment Details

Before we start the scenario, we must cover the ground rules for engaging in a cultural competency discussion:

Online Ground Rules (modified from Gorski, 2012)
- Respect what others have written.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
- Do not be afraid to respectfully challenge one another by asking questions but refrain from personal attacks; focus on ideas.
- Respect what others have written and do not write in all caps. When posting a response, you can demonstrate respect by including statements such as: “I see where you are coming from; however, I…” or “I respect your opinion. From my perspective, I…”
- Participate to the fullest of your ability. Community growth depends on the inclusion of every individual voice.
- Re-read your response before posting to make sure you are on topic and answering all questions or requests.
- Instead of invalidating somebody else's story with your own spin on her/his/their experience, share your own story and experience.
- The goal is not to agree; it is to gain a deeper understanding.

**Assignment: Group Discussion and Personal Reflection Paper**

In at least 150 words total, answer the following two questions for your personal reflection assignment. You can only complete this assignment after your group has submitted the final responses to the case study discussion assignment.

1. Reflecting on the case study discussion with your group members, what was at least one thing (element, concept, perspective, opinion, etc.) presented that was new/different to you? Discuss your reaction to it.
2. How does culture relate to my personal and professional life?

Faculty member/Trainer: this assignment and the group participation is completed over one week and is worth 10% of the student’s final grade. Students must respond at least twice with a constructive feedback and question(s) (at least 200 words in the initial response) in their assigned group. This response is meant to create a thoughtful conversation specific to the case study and other group members’ responses.