

Introduction

The Guide, with its six lessons, is designed to reinforce the content and to give the on-line course user an opportunity to practice selected skills learned from the on-line course, *Virtual Institute for New Court Employees (VINCE)—Cultivating Cultural Competency* which is the result of a collaboration between the Administrative Office of the Courts' Judicial Education Services Section and the Minority and Justice Commission. Before beginning these lessons, each employee should have completed the on-line course.

Each lesson is designed to fit within a 45-minute period, so that the lessons may be taught as part of a brown-bag lunch event. The lessons anticipate that the supervisor/manager would lead the discussions and set up the lessons, including copying handouts, arranging for the DVD player, LCD projector, and overhead transparency (or easel pad paper), as necessary, and in locating and inviting an outside resource person for Lesson IV. However, it is not expected that the supervisor or manager be an actual trainer. Explicit instructions are found in each lesson to facilitate this effort by supervisor/managers.

The last two lessons begin with a short, i.e., 3 to 5-minute, segment from the DVD, *Cultural Competency: Rising to the Challenge (Revised 2000)*, produced by the Washington State Minority and Justice Commission, 2005. Reference to the selected DVD segment is indicated in each lesson (Lessons V and VI). This DVD may be obtained by contacting the Washington State Minority and Justice Commission at 360-357-2109 or through its website: www.courts.wa.gov/ under Boards and Commissions.

Additionally, some lessons include adaptation of materials presently included in the on-line course or in the original discussion manual developed for use with the on-line course.

Format of the Lessons

Each of the six lessons begins with instructional outcomes. These outcomes are specific statements that identify what each employee will be able to do or know at the end of this session. The selected outcomes reinforce and build upon learning outcomes from the on-line course.

The materials needed for each lesson are identified. This includes the equipment needed for each lesson, such as markers, DVD player, the LCD projector, easel pad, etc. Each handout is then specifically identified. Participant handouts are provided on separate pages for photocopying at the end of each lesson. These handouts should be copied in sufficient quantity for the group prior to the session. In addition, for the ease of

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the supervisor/manager, the text of the handouts is reproduced within the steps of the lesson, in a shaded box.

Transparencies or posters printed on easel pad paper are identified. Depending upon what equipment is used the supervisor/manager should either copy the transparency onto a blank transparency sheet or copy the text onto a sheet of easel pad paper. Likewise transparencies/poster content is included in a shaded box within the steps for the instructor, making it easier for the instructor to use.

A further section, “Preparing to Teach This Lesson,” gives steps to take before the session begins.

In Lesson IV a community resource person is suggested. This requires extra effort to locate, prepare, and debrief this individual.

Each lesson also includes a summary, which allows employees to consider the issues from the group and to reflect on changes that they each may make to increase their cultural competency at work.

The lessons themselves are set out in parts with a step-by-step description, along with an indication of the approximate length of each part.

The Guide includes:

Lesson I: Building Cultural Competency: A Look at Triggers

Lesson II: Resolving Conflict

Lesson III: Addressing Deceptive and Passive Bias

Lesson IV: Expanding Cultural Awareness

Lesson V: Identifying Intent and Impact

Lesson VI: Using Clarifying Statements