

I. COURSE DESCRIPTION:

In the Canadian culture, we have a proud tradition of peacekeeping. Peacekeeping is based in part on resolving conflict among various partners with competing interests and needs for sharing available resources. Human Service Workers are required to facilitate relationship building in a variety of situations that promote understanding and conflict resolution. This course is designed to study the issues of diversity in our society and theories/models designed to build bridges and resolve conflicts in working with diverse populations in our multicultural society.

For the purposes of this course, 'diverse populations' are defined as groups that are singled out for differential treatment in society. Diverse populations, then, are not defined solely by their numerical status. In this course, multicultural diversity will be examined, and the focus will include other populations such as, but not limited to, groups defined by sexual orientation, those whose members have a 'disability', First Nations and women. Students will be encouraged to apply their knowledge acquired in other courses and field experiences. This course is designed for students to interact with and to be supportive of each other.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Be aware of therapeutic environments that respect culture and special circumstances in order to promote overall well-being and facilitate positive change for children, youth, and their families.

Potential Elements of the Performance:

- Have a basic understanding of the cultural, developmental, social, and spiritual needs of individuals and diverse groups in the context of their current environments;
- Have a basic understanding of selected strategies to foster and utilize therapeutic environments;
- Incorporate a strength-based, solution-focused approach to interventions;

2. Form professional relationships that enhance the quality of service to both the team and to “client” group.

Potential Elements of the Performance:

- Contribute to the team environment in a manner that reflects an attitude of cooperation and professionalism;
- Consult with relevant others to gain an integrated understanding of the presenting situation.

3. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.

Potential Elements of the Performance:

- Maintain effective and relevant professional boundaries;
- Be open to formal and informal feedback;
- Establish reasonable and realistic personal goals;
- Act in accordance with ethical and professional standards;
- Apply organizational and time management skills.

4. Identify and use professional development resources and activities that promote professional growth.

Potential Elements of the Performance:

- Determine current skills and knowledge;
- Identify areas for professional development;
- Initiate and engage in professional development activities.
- Demonstrate an ability to gather resources on diverse populations, from such sources as library, community centers, and relevant internet sites.

5. With assistance Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service.

Potential Elements of the Performance:

- Plan and organize communications according to the identified need;
- Communicate clearly, concisely, and accurately;
- Utilize a variety of media to communicate.

III. TOPICS:

1. Ecological Framework for Practice
2. Diversity and dynamics of discrimination, prejudice, and oppression.
3. The concept of multiculturalism as a component of the assessment process
4. Diversity and Person-in-Environment
- 5.. Theories and Models for Culturally Competent Practice.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

No text is required. Significant interactive learning occurs within the classroom and attendance/participation is a strict requirement. See Special Notes.

V. EVALUATION PROCESS/GRADING SYSTEM:

		Due Week of:
Personal Lens Essay	15%	February 9
Test #1	15%	March 2
Video Report	15%	March 30
Theories/Models Project	25%	Weeks of April 6/13
Cultural Privilege Paper	15%	April 27
Test #2	15%	April 27
TOTAL	100%	

EVALUATION:

Assignments & Tests will be modified with the professors approval throughout the course.

1. **PERSONAL LENS ESSAY:** Students will examine their own personal lens and cultural identity through development of a minimum 5-page paper on personal identity/history. Specific focus will be on application of the **RESPECTFUL** model to build a picture of the student's personal identity through the concepts of culture, individual, family, and community. Definitions of each of the concepts (with proper citation and reference) should be included in all papers.
2. There will be two **TESTS** in this course consisting of short answer essay style questions. The tests cannot be re-written for a higher grade. Students, who miss a test, without making prior arrangements with the instructor, will be given a zero on the test.
3. **VIDEO REPORT:** students will produce a 3-5 page, double-spaced, 12 font paper on personal reaction and application of course material to a film viewed in class. Specifics to be provided by instructor.
4. **THEORIES/MODELS PROJECT:** Student will form groups, research and present a social work theory or model (from the list provided) and explain its application in a multicultural framework. Groups will be formed and model/theory chosen by the end of January. Limited classroom will be provided for project work. Students must work independently of the classroom to complete this project.

Presentation will be assigned for April 6 or the 13th. Each group will be given 15 minutes to present. A written report will accompany each Presentation. Specifics to be provided by the professor.

5. **CULTURAL PRIVILEGE PAPER:** Each student will write a 2- 4 double-spaced, 12 font paper examining the topic of cultural privilege from a personal and systemic viewpoint. Specifics to be provided by professor.

Note: In this senior-level course, assignments are expected on time. **Late assignments will not be graded**, unless students negotiate with the professor prior to the due date.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance

Significant learning takes place in the classroom through an interactive learning approach; therefore, ALL students must attend 70% of the classes to obtain a passing grade. This translates to missing no more than 13 hours of class time or 4 classes.

Assignments

ALL assignments are to be handed in on the due date and must be typewritten for full marks. Any late assignments will be deducted 1% per day late up until five days. After that time, the instructor will no longer accept the assignment.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.