



COURSE OUTLINE: CYC304 - DIVERSE POPULATIONS

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| Course Code: Title | CYC304: WORKING WITH DIVERSE POPULATIONS |
| Program Number: Name | 1065: CHILD AND YOUTH CARE |
| Department: | CHILD AND YOUTH WORKER |
| Semesters/Terms: | 18F |
| Course Description: | This course focuses on the student's ability to understand and respond effectively to multicultural and cross-cultural issues, and issues of diversity and human rights as pertinent to the work of a Child & Youth Care Practitioner. There will be particular emphasis on self-awareness and skill development in planning and implementing therapeutic approaches for building bridges and resolving conflicts within the context of a diverse and multicultural society. |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 45 |
| Prerequisites: | There are no pre-requisites for this course. |
| Corequisites: | There are no co-requisites for this course. |
| Substitutes: | CYW322, OEL1170 |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1065 - CHILD AND YOUTH CARE |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity. |
| | VLO 2 Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change. |
| | VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers. |
| | VLO 4 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families. |
| | VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts. |
| | VLO 6 Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice. |
| | VLO 7 Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner. |
| | VLO 8 Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning. |



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Essential Employability Skills (EES) addressed in this course:

- EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

General Education Themes:

Social and Cultural Understanding

Personal Understanding

Course Evaluation:

Passing Grade: 50%, D

Course Outcomes and Learning Objectives:

| Course Outcome 1 | Learning Objectives for Course Outcome 1 |
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| 1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psycho-social processes. | 1.1 Describe, in discussions and self-reflection, the diversity-based influences on present behavior and viewpoints. |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| 2. Demonstrate knowledge of how oppression, discrimination, and stereotyping affect them personally, professionally, and seek a more affirming professional identity. | 2.1 Develop a plan for personal/professional growth which includes current inventory, specific measurable outcomes, and a plan for achieving those outcomes, Review plan progress. |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Demonstrate knowledge of many types of diverse populations and the effective supports these populations may require in a therapeutic relationship. | 3.1 Express specific references to diversity influences and supports, in related assignments, reflect knowledge of human rights legislation. |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 4. Foster and utilize therapeutic environments | |



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| that respect culture and special circumstances in order to promote overall well-being and facilitate positive change and relationships with children, youth, and their families. | 4.1 Identify diversity variables affecting work with specific client/student populations Express specific behavioural objectives to enhance diversity elements with client populations in related assignments. |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| 5. Apply the skills of conflict resolution. | 5.1 Design and present an assigned topic area that is realistic and focused on resolving problems among competing diversity interests. |
| Course Outcome 6 | Learning Objectives for Course Outcome 6 |
| 6. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of clients/students/participants. | 6.1 Describe/demonstrate advocacy techniques. |
| Course Outcome 7 | Learning Objectives for Course Outcome 7 |
| 7. Form professional relationships that enhance the quality of service to both the team and to the client group. | 7.1 Contribute to the team environment in a manner that reflects an attitude of cooperation, respect and professionalism. 7.2 Consult with relevant others to gain an integrated understanding of the presenting situation. |
| Course Outcome 8 | Learning Objectives for Course Outcome 8 |
| 8. Perform ongoing self-assessment and self-reflection to promote awareness and enhance professional competence. | 8.1 Maintain effective and relevant professional boundaries. 8.2 Ask for and utilize formal and informal feedback. 8.3 Establish reasonable and realistic personal goals, review progress. 8.4 Act in accordance with ethical and professional standards. 8.5 Apply organizational and time management skills. 8.6 Complete reflection papers. |
| Course Outcome 9 | Learning Objectives for Course Outcome 9 |
| 9. Identify and use professional development resources and activities that promote professional growth. | 9.1 Determine current skills and knowledge. 9.2 Identify areas for professional development. 9.3 Initiate and engage in professional development activities. 9.4 Demonstrate an ability to gather resources on diverse populations, from such sources as library, community centers, and relevant/reliable internet sites. |
| Course Outcome 10 | Learning Objectives for Course Outcome 10 |
| 10. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service. | 10.1 Plan and organize communications according to the identified need. Communicate clearly, concisely, and accurately. |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight | Course Outcome Assessed |
|-----------------|-------------------|-------------------------|
| Assignments | 75% | 1 - 8 |
| Team Building | 10% | 1, 4 - 8 |



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| | Test | 15% | 3, 5, 6 |
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Date: July 4, 2018

Please refer to the course outline addendum on the Learning Management System for further information.