

I. COURSE DESCRIPTION:

In the Canadian culture there is a tradition of peacekeeping (among many other social and familial traditions). Peacekeeping is based in part on resolving conflict among various partners who have competing interests and need to share available resources. Child and Youth Workers are required to be “peacekeepers” in the sense of facilitating relationship building in a variety of situations to promote understanding and conflict resolution. This course is designed to study the issues of diversity in our society and design therapeutic techniques to build bridges and resolve conflicts in working with diverse populations in our multicultural society. These techniques include (and are not limited to) counselling applications and conflict resolution with individuals, families and groups; advocacy; and informational presentations to the public. The premise is that knowledge increases understanding.

For the purposes of this course “diverse populations” are groups that are singled out for differential treatment in society and/or which express feelings of marginalization. Diverse populations are not defined solely by their numerical status. The course examination will include ethnic and religious diversity as well as other populations such as and not limited to groups defined by sexual orientation, those whose members have a “disability”, refugees and New Canadians, aboriginal or first nations, women and the changing roles of men. Other topics may be considered as time permits and in consultation with the professor. 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. Respectful behaviour is encouraged, supported, and expected.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Foster and utilize therapeutic environments 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.
2. Apply the skills of conflict resolution.

Potential Elements of the Performance

- Design and present an assigned topic area that is realistic and focused on resolving problems among competing interests;
- Utilize material from other courses with particular emphasis on counseling skills and group dynamics to enhance the presentation.

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

Potential Elements of the Performance:

- Maintain effective and relevant professional boundaries;
 - Utilize formal and informal feedback;
 - Establish reasonable and realistic personal goals;
 - Act in accordance with ethical and professional standards;
 - Apply organizational and time management skills;
 - Complete reflection papers.
5. 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/reliable internet sites.
6. 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;
- Evaluate the results of communications;
- Utilize a variety of media to communicate.

III. TOPICS:

1. Overview of diversity issues and definitions.
2. The nature of discrimination, prejudice, and oppression.
3. The concept of multicultural psychology as a component of the assessment process and as an applied technique in meeting needs of clients, families and communities.
3. Specific applications geared to resolving conflict.
4. Applicable Canadian legislation and policies.
5. Personal experience and values exploration.
6. Application of professional ethics from OACYC perspective

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wolpert, E. (2005) *Start seeing diversity*. St. Paul, Minnesota: Redleaf.

V. EVALUATION PROCESS/GRADING SYSTEM:

All assignment requirements will be reviewed in the first class meeting, and at times throughout the course. Students who miss the first class meeting are advised to obtain the requirements from the course professor during office hours.

1. Written submission (text form) which provides a personal inventory of your attitudes towards diverse populations and your plan for responsible learning in this regard (initial plan, 10% and update 15%, outlined in student package) – 25%.
2. Term project that incorporates the concepts learned in class and applied to topics identified in the student package – 35%.
3. Case studies – 20%
4. Class attendance, including supportive and responsive participation as befits graduating students, journal writing as assigned, and/or in-class assignments – 20%.

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.

Grading System:

1. Personal learning plan, due date _____	10%
2. Learning plan evaluation, due date _____	10%
3. Oral presentation of evaluation (dates TBA)	5%
4. Case studies (or in class assignments) dates: TBA _____	20%
4a). Term assignment: oral presentation	15%
4b). Term assignment: written paper	20%
5. Attendance	10%
6. Participation	10%

Total: 100%

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 - 59%	0.00
F (Fail)	49% and below	
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.

NOTE: *Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.*

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Student who arrive late will not be granted admission to the room until the break or the next class.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and form part of this course outline.