

I. COURSE DESCRIPTION:

In the World, Canada, is noted for being peacekeepers and being multicultural. 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 and the ability to be competent professionals.

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. The course examination will include ethnic and religious diversity, as well as, other populations such as groups defined by sexual orientation, those who have challenges either physically or other, refugees and new Canadians, aboriginal or first nations, women and persons from lower socioeconomic levels.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate knowledge of many types of diverse populations and the effective supports these populations may require in a therapeutic relationship.
2. 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.
3. 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;

4. 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, respect and professionalism;
- Consult with relevant others to gain an integrated understanding of the presenting situation.

5. 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.

6. 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.

7. 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;

III. TOPICS:

1. Overview of diversity issues, history, and definitions.
2. The nature of discrimination, prejudice, and oppression.
3. Gaining knowledge and abilities regarding meeting the 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:

Satzewich, V. and Liodakis, N. (2010) **“Race” & Ethnicity in Canada.**
Don Mills, Ontario: Oxford Press.

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 which provides a personal inventory of your knowledge and attitudes towards diverse populations and your plan for responsible learning in this regard (initial plan, 10% and update 15%.
2. Group or individual research project on a diverse population and the effective supports that are necessary for working with that population. 15% for research and 10% for oral presentation of research.
3. Case studies – 30%
4. Class attendance, including supportive and responsive participation as befits graduating students and and/or in-class assignments – 20%.

Students are expected to keep a copy of all assignments submitted and are prepared to provide them if requested.

Note: In this senior-level course, assignments are expected on time. *Late assignments will lose 10 % per day.* Students will negotiate with the professor prior to the due date if a problem arises.

Grading System:

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| 1. Personal learning plan, due date _____ | 10% |
| 2. Learning plan evaluation, due date _____ | 15% |
| 4. Case studies (or in class assignments)
dates: TBA _____ | 30% |
| 4a). Research assignment: oral presentation | 10% |
| 4b). Research assignment: written submission | 15% |
| 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%	
A	80 - 89%	4.00
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.

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. Students 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.