

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Working with Diverse Populations

CODE NO. : CCW 317 **SEMESTER:** 6

PROGRAM: Child & Youth Worker

AUTHOR: Jeff Arbus, CCW, B.A., M.A.

DATE: Jan. 2000 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS:

PREREQUISITE(S): CCW 409

LENGTH OF COURSE: 45 hours **TOTAL CREDIT HOURS:** 3

Copyright ©1998 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact
School of
(705) 759-2554, Ext.

Course Name

Code No.

I. COURSE DESCRIPTION:

This course is a study of counselling theory and methodology as applied to diverse populations. For the purposes of this course, 'diverse populations' are defined as groups that for certain characteristics are singled out for differential treatment in society. Diverse populations, then, are not defined solely by their numerical status as majority or minority. In this course, ethnic and religious diversity will be examined briefly, and the focus will include other populations such as, but not limited to, groups defined by sexual orientation, those whose members have a 'disability', the elderly, and women. Students will be encouraged to apply their knowledge acquired in other courses and field experiences. This is a highly participatory course.

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 for children, youth, and their families.

Potential Elements of the Performance:

- Assess the cultural, developmental, social, and spiritual needs of individuals and diverse groups in the context of their current environments;
 - Plan and implement selected strategies to foster and utilize therapeutic environments;
 - Evaluate the results of implemented strategies.
2. Form professional relationships that enhance the quality of service for children, youth, and their families.

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.

Cont'd...

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

Potential Elements of the Performance:

- Determine, through self-assessment and collaboration with others, current skills and knowledge;
- Identify areas for professional development;
- Initiate and engage in professional development activities.

5. 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.

III. TOPICS:

1. Overview of diversity issues and definitions.
2. The nature of discrimination, prejudice, and oppression.
3. Specific diversity topics and applications.

 Course Name

 Code No.

4.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Atkinson, D.R. and Hackett, G. (1995). Counseling Diverse Populations. Brown and Benchmark.

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 regular office hours.

1. personal inventory on diversity attitudes and learning plans (initial plan and update) – 20%
2. term project on a diversity issue, in 2 media (done in pairs) – 30%
3. case study (2) – 15% each (X 2 = 30%)
4. class participation – 20%

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or 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. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript	

Course Name

Code No.

preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

VI. SPECIAL NOTES:

This course is worth 3 credit hours. Actual class time is 2 hours per week. The remaining hour is an independent hour, during which students may conduct research related to course assignments, or do other activities toward completion of course requirements.

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 E1204 or call Extension 493, 717, or 491 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 Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

<include any other special notes appropriate to your course>

Course Name

Code No.

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.