

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

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DATE: January **PREVIOUS OUTLINE DATED:**
2001 January 2000

APPROVED:



DEAN



DATE

TOTAL CREDITS:

PREREQUISITE(S): CCW 409

LENGTH OF COURSE: 45 hours

TOTAL CREDIT HOURS: 3

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For additional information, please contact
School of Health and Human Services
(705) 759-2554, Ext. 690

Course Name

Code No.**I. COURSE DESCRIPTION:**

This course is a study of counseling applications with 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. In this course, ethnic and religious 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', 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.

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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.
- Demonstrate an ability to gather resources on diverse populations, from such sources as library, community centers, and the Internet.

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.
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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) – 15%
2. term project on a diversity issue, in 2 media (done in pairs) – 30%
3. case study (2) – 15% each (X 2 = 30%) – one 'take home', one 'in class/open book'
4. class participation – 25% - marks here are for attendance, active contributions, completion of miscellaneous assignments, bringing in supplementary material, and other indicators of participation. Students who are late by more than 10 minutes, without advance notice or verifiable reason, may not be permitted entry to the class. Students who leave early will receive a warning on the first occasion, and subsequently will lose marks from this section.

Note: In this senior-level course, assignments are expected on time. Late assignments will not be graded, unless there is a verifiable medical or familial emergency.

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.	

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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 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.

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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>

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.

CCW 317 - Working with Diverse Populations -
Personal Inventory

This assignment is intended to facilitate self-understanding and personal growth.. In this assignment you will be required to develop an inventory of your experiences and attitudes regarding diversity issues, and a learning plan for increasing your understanding of diversity issues in counselling. In the last segment of this assignment, you will update your plan and identify areas of progress as well as future need.

One belief guiding this assignment is that self-awareness and personal growth are not only desirable in counsellors, but are essential to excellence in practice. A second belief is that all of us have experiences and attitudes related to diversity issues, though we may or may not be fully aware of them. Class time will be allocated for students to assist each other in identifying these issues. A third belief is that growth is always possible. This process may involve probing, risk taking, and courage (the fourth belief). Students who are not able or willing to accept these beliefs are invited to discuss matters with the course professor.

The total grade value for this assignment is 15% of your final grade, as follows:

Part 1 (10%) -- this will be the initial inventory and plan. It will be typed, or submitted via email. The grade will be assessed based on the depth of self-examination, the accuracy of representation of diversity issues, and the detail of the plan for growth. Remember, a 'plan' should contain time lines, outcomes that are observable/measurable, and a method for achieving the outcomes. To complete this part, you will need to do some reading both in and outside of the text (report all sources used). You will need to demonstrate an understanding of 'diversity' and an ability to apply that to your own experiences and attitudes. Your plan for growth will be based on your initial assessment and on any lessons you may have learned from your initial reading.

Part 2 (5%) -- This will be the update from the original submission. It will also be typed or submitted via email. It will assess and explain your progress. It will support your assessment with reference to readings you have done in your areas of concern. It will also identify future need.

The range of diversity issues open to you is vast. The text will help, as will the professor, and other sources in the College and in the community. Take advantage of all sources you can identify!

Team Project on a Diversity Issue, in 2 Media...

Objective: To work in pairs or groups of 3 to produce a package of material in 2 media, addressing a diversity issue. (Why 2 media?? To exercise creativity in project development and enhance skills in public education of critical issues.)

Due Date:

Definitions:

- ◆ "2 media" means any two different types of media for communication of ideas. Examples of various media include: print-based, audio, video, music, art, computer-based...The course professor will advise as to the suitability of your selections.
- ◆ "diversity issue" is a broad-reaching term to represent any significant issue related to diversity, *with particular emphasis on counselling*. Students will need to consider the definition of diversity used in the course, and then will need to select a diversity subject and identify the issue they will review. Examples include: counselling families of elderly clients; sex education with people with mobility limitations; supporting LGBT students; making residential treatment (or schools) 'diversity friendly'; cross-cultural issues related to death/marriage/premarital sex; oppression in minority groups; feminist counselling theory applied; etc. etc....find a topic in your area of interest. The professor will challenge you to find a meaningful and motivating topic! Browse the text, other books, and the Internet, for ideas. All topic choices must be approved by the professor.

Requirements for final package:

- ◆ all print material must be typed
- ◆ all computer-based material must be in a format the professor can access
- ◆ minimum of four references other than the course text
- ◆ all references must be fully reported and properly referenced
- ◆ length is suitable to the topic - explore the topic fully and thoroughly, be creative, and do not 'pad' the package with non-related material -
- ◆ the 2 media systems must complement each other (e.g. including a video simply because it is interesting will not be suitable here)
- ◆ it must be clear how each reference is used in the project – you are responsible for a reference list, separate from the general package. Within your package, the referencing must be clear and according to APA format.
- ◆ Spelling, grammar, appearance, organization, and legibility count in the grading.

Value to final grade: 30% !!! Unless circumstances warrant, all team members will receive the same grade. Concerns related to this must be discussed with the professor prior to the due date.

Additional instructions and requirements may be provided in class. You can expect to be asked for a verbal report on your progress, at different points during the course. You can also expect to be asked for a verbal summary of your finished project. These summaries will be considered in the grading for this assignment and in the class participation grading. These will not be formal presentations, just discussions of what you have done and what you have learned.