

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE:	Working with Diverse Populations		
CODE NO. :	CYW322-3	<u>SEMESTER:</u>	6
PROGRAM:	Child & Youth Worker		
AUTHOR:	Jeff Arbus, M.A. CCW, Mary Ritza, M.A. CCW (Cert.)		
DATE:	Jan/2010	<u>PREVIOUS OUTLINE DATED:</u>	Jan/09
APPROVED:	"Angelique Lemay"		Dec/09
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	CHAIR, COMMUNITY SERVICES		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	PSYC 102 & SOC 120 or 115		
LENGTH OF COURSE:	3 hours per week		

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

In the Canadian culture there is a tradition of peacekeeping (amongst 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 facilitate relationship building in a variety of situations that 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 work, and informational presentations to the public. The premise is that knowledge increases understanding.

For the purposes of this course, ‘diverse populations’ are defined as groups that are singled out for differential treatment in society and/or express feelings of marginalization. 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, (again - 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 (especially young 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.

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 relationship for and with children, youth, and their families.
2. Apply the skills of conflict resolution to the client population in various situations.

Potential Elements of the Performance

- Design and present an assigned topic area that is realistic and focused on resolving problems amongst 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-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.
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 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:

No text for this semester – though articles may be assigned for your reading.

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. Personal paper which outlines an 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 January	10%
2. Learning plan evaluation, due date April	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:

Course Outline Amendments:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. Late arrivers will not be granted admission to the room.>