



COURSE OUTLINE: CYC0304 - WORKING/DIVERSE POPS

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0304: WORKING WITH DIVERSE POPULATIONS - CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21F
Course Description:	This course focuses on the student's ability to understand and respond effectively to multicultural and cross-cultural issues, and issues of diversity and human rights as pertinent to the work of a Child & Youth Care Practitioner. With the assistance of a learning specialist, CICE students will focus on the particular emphasis on self-awareness and skill development in planning and implementing therapeutic approaches for building bridges and resolving conflicts within the context of a diverse and multicultural society.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
General Education Themes:	Social and Cultural Understanding Personal Understanding
Course Evaluation:	Passing Grade: 50%, D

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psycho-social processes.	1.1 Describe, in discussions and self-reflection, the diversity-based influences on present behavior and viewpoints.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Demonstrate knowledge of how oppression, discrimination, and stereotyping affect them personally, professionally, and seek a more affirming professional identity.	2.1 Develop a plan for personal/professional growth which includes current inventory, specific measurable outcomes, and a plan for achieving those outcomes, Review plan progress.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Demonstrate knowledge of many types of diverse populations and the effective supports these populations may require in a therapeutic relationship.	3.1 Express specific references to diversity influences and supports, in related assignments, reflect knowledge of human rights legislation.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. 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.	4.1 Identify diversity variables affecting work with specific client/student populations Express specific behavioural objectives to enhance diversity elements with client populations in related assignments.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Apply the skills of conflict resolution.	5.1 Design and present an assigned topic area that is realistic and focused on resolving problems among competing diversity interests.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of	6.1 Describe/demonstrate advocacy techniques.

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	clients/students/participants.	
	Course Outcome 7	Learning Objectives for Course Outcome 7
	7. Form professional relationships that enhance the quality of service to both the team and to the client group.	7.1 Contribute to the team environment in a manner that reflects an attitude of cooperation, respect and professionalism. 7.2 Consult with relevant others to gain an integrated understanding of the presenting situation.
	Course Outcome 8	Learning Objectives for Course Outcome 8
	8. Perform ongoing self-assessment and self-reflection to promote awareness and enhance professional competence.	8.1 Maintain effective and relevant professional boundaries. 8.2 Ask for and utilize formal and informal feedback. 8.3 Establish reasonable and realistic personal goals, review progress. 8.4 Act in accordance with ethical and professional standards. 8.5 Apply organizational and time management skills. 8.6 Complete reflection papers.
	Course Outcome 9	Learning Objectives for Course Outcome 9
9. Identify and use professional development resources and activities that promote professional growth.	9.1 Determine current skills and knowledge. 9.2 Identify areas for professional development. 9.3 Initiate and engage in professional development activities. 9.4 Demonstrate an ability to gather resources on diverse populations, from such sources as library, community centers, and relevant/reliable internet sites.	
Course Outcome 10	Learning Objectives for Course Outcome 10	
10. Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service.	10.1 Plan and organize communications according to the identified need. Communicate clearly, concisely, and accurately.	

Evaluation Process and Grading System:	Evaluation Type	Evaluation Weight
	Assignments	75%
	Team Building	10%
	Test	15%

CICE Modifications:	<u>Preparation and Participation</u>
	<ol style="list-style-type: none"> 1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes. 2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.) 3. Study notes will be geared to test content and style which will match with modified learning outcomes. 4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible. <p>A. Further modifications may be required as needed as the semester progresses based on</p>

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individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: August 29, 2021

Addendum: Please refer to the course outline addendum on the Learning Management System for further

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