



**I. COURSE DESCRIPTION:**

This course is a study of various methods of working with diverse populations in the field of human services. These methods include counselling, advocacy work, presentations to public etc. 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.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic 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;
- incorporate a strength-based, solution-focused approach to interventions
- Evaluate the results of implemented strategies

2. Form professional relationships that enhance the quality of service.

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.

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.
- 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. Specific diversity topics and applications.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Angelini, Paul. (2003). Our Society Human Diversity in Canada; Second Edition. Thomson Nelson.

**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. My office is E3213, ext. 548, email address is [mary.ritza@saultc.on.ca](mailto:mary.ritza@saultc.on.ca)

1. Submit a paper, using a headings and question/answer format (2-4 pages long) identifying at least one personal prejudice (or an attitude towards a particular issue of diversity that could present a challenge for you), that you are aware of and your learning plan to address this issue - 10%.
2. Group project on a diversity issue. The presentation should include either a power point or an overhead presentation + an activity or demonstration or other creative application of information presented – 30%.  
Class Presentation – 15% - including activity and/or application  
Group Paper – 15% - including at least 3 references. Should be 6 to 8 pages long.
3. Mid Term Test – 20%
4. Final Test – 20%
4. Class participation – 20% (15 marks for classroom attendance – 5% for supportive contribution)

Note: In this senior-level course, assignments are expected on time. If you require an extension for any reason, please discuss the situation with me BEFORE the due date. Presentations may not be rescheduled unless arrangements are made ahead of time with another group and with permission of the faculty.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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 /clinical placement or non-graded subject area.	

U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
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.

## VI. SPECIAL NOTES:

### 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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/program, as may be decided by the professor/dean. 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.

### 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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**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.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****A. 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.

**B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant 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.