

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: Jan/2004 **PREVIOUS OUTLINE DATED:** Jan/03

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): CCW 409, or equivalent approved by Professor

HOURS/WEEK: 45 hours

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For additional information, please contact the Dean
School of Health and Human Services
(705) 759-2554, Ext. 689/603

Course Name

Code No.**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 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;
- 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.

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Code No.**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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

V. EVALUATION PROCESS/GRADING SYSTEM M:

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

1. Submit a paper (3 – 5 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 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 /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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703, so that support services can be arranged for you.

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Code No.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.

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 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.

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CCW 317 - Working with Diverse Populations -

Personal Paper – Due Date is January 29, 2004.

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 or other work with clients – including, but not limited to, advocacy work, education, group work etc.

One belief guiding this assignment is that self-awareness and personal growth are not only desirable but are essential to excellence in practice. A second belief is that all of us have experiences and attitudes (some that may compromise our work) related to diversity issues. A third belief is that growth is always possible. This process may involve probing, risk taking, and courage. Students who are not able or willing to accept these positions are invited to discuss matters with the course professor.

The total grade value for this assignment is 10% of your final grade, as follows:

This assignment will be typed and 3 to 5 pages in length in order to lend sufficient depth to the topic. 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. (Some of this may be written in point form). 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 reading.

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!

Two references should be included in the assignment.

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Team Project on a Diversity Issue

Objective: To work in groups to produce a presentation that has two media components to it. The first one is a presentation to the class – worth 15%. This should be done on PowerPoint or on overheads – sufficiently legible so all can see.

The presentation should be in sufficient detail to address the issue, i.e. to educate, explain etc. to the class with specific strategies included for working with this particular issue or client group.

These strategies can include activities for the class, a demonstration of the work required – e.g. a “counselling” session using specific and identified techniques, or posters etc. that would include an educational component.

The presentation should be 45 minutes in length with a discussion period to follow. Students should prepare 3 questions for class discussion.

The second component is to be a written paper – i.e. a report from the group on your topic complete with at least 4 references – worth 15%. It will include the information presented – but not the activity component, nor the discussion questions.

Marking outlines for all assignments will be distributed in class.

Due Date: as per assigned – same day for both components of the assignment.

Definitions:

- ◆ "diversity issue" is a broad-reaching term to represent any significant issue related to diversity, *with particular emphasis on counselling, or group work, or case management or advocacy/public education..* 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; counselling the elderly and any special topics within this population – e.g. physical limitations, neurological damage etc.; sex education with people with mobility limitations; supporting LBGT students in schools, in residential care, in outreach; making residential treatment (or schools) 'diversity friendly'; cross-cultural issues related to death/marriage/premarital sex; oppression in minority groups; feminist counselling theory applied; alternative counselling theories and therapies; etc. etc....find a topic in your area of interest. Keep in mind the Codes of Ethics that direct our professional practice. Browse the text, other books, and the Internet, for ideas. It is expected that a broad range of topics be included in the presentations and little repeat information should occur. All topic choices must be approved by the professor.

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Code No.**Requirements for final package:**

- ◆ all print material must be typed
- ◆ visual or auditory material must be neat, clear, and accessible
- ◆ minimum of four references other than the course text; references do not include popular media (except CBC or TVO); students are responsible to ensure that references are accurate and contemporary
- ◆ all references (i.e. including web sites) must be fully reported and properly referenced, using APA format
- ◆ length is suitable to the topic - explore the topic fully and thoroughly, be creative, and do not 'pad' the package with non-related material.
- ◆ Spelling, grammar, appearance, organization, and legibility count in the grading.

Value of the team project is 30% of your final grade. 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.