

I. COURSE DESCRIPTION AND PHILOSOPHY:

CYW 322 is a theoretical and skill development course to strengthen multicultural/cross cultural/diversity awareness. Through this course, awareness and skill development will assist the Child and Youth Worker (CYW) to design therapeutic techniques to build bridges and resolve conflicts in working with diverse populations in our multicultural society.

For the purposes of this course, the term “diverse populations” refers to groups who are singled out for differential treatment in society and/or express feelings of marginalization. The course will include an examination of some or all of the following: ethnic and religious diversity, as well as groups defined by sexual orientation, those who have challenges either physically or otherwise, refugees and new Canadians, Aboriginal or First Nations, women and persons of lower socioeconomic status.

In active work with youth and families, it is not enough to study culture sensitivity alone. The course moves beyond cultural sensitivity to include culture specific knowledge, an examining of the social underpinnings of diversity, and skill development.

CYW's have a moral and ethical responsibility to prepare to work effectively with clients/students/participants, including individuals with differing world views. We believe that introspection, reflection, self-analysis, and sharing of feelings and personal experiences is as necessary as gaining relevant information.

This is an experiential class. The process and outcome of each class will depend very much on the contributions of the students. Each class member is asked to be ready and committed to explore their personal and professional self through class discussions, role-plays, and reactions papers. That stated, be certain that this is not a counselling or therapy session for students; it is a learning experience, first and foremost.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, students will:

1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psycho-social processes;

Potential Elements of the Performance

- Participate fully in discussions and self-reflection

2. Demonstrate knowledge of how oppression, discrimination, and stereotyping affect them personally, professionally, and seek a more affirming professional identity;

Potential Elements of the Performance

- Develop a plan for personal/professional growth

3. Demonstrate knowledge of many types of diverse populations and the effective supports these populations may require in a therapeutic relationship;

Potential Elements of the Performance

- Reflect knowledge in all assignments

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;

Potential Elements of the Performance

- Reflect strategy in all assignments

5. Apply the skills of conflict resolution and the interpersonal skills that go along with that.

Potential Elements of the Performance

- Design and present an assigned topic area that is realistic and focused on resolving problems among competing interests;

6. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients/students/participants.

Potential Elements of the Performance

- Demonstrate in discussions, assignments and presentations.

7. 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, respect and professionalism;
- Consult with relevant others to gain an integrated understanding of the presenting situation.

8. Perform ongoing self-assessment and self-reflection 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;
 - Complete reflection papers.
9. 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/reliable internet sites.
10. 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;

Potential Discomfort

This course is not a counselling session for students. That stated, a thoughtful exploration of one's own biases and mindsets may bring to the forefront a number of unresolved and/or distressing personal issues for the student which may not be resolved solely within the class setting. Students are encouraged to address such issues in one or more of the following ways:

- Discuss the concern within the class setting
- Discuss the concern with the Professor outside the class setting
- Discuss the concern with a counsellor in Student Services
- Discuss the concern with a mental health professional outside the College

III. TOPICS:

1. Overview of diversity issues, history, and definitions.
2. The nature of discrimination, prejudice, and oppression.
3. Gaining knowledge and abilities regarding meeting the 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:

There is not a required textbook for this course. However, several readings will be expected.

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. Written submission which provides a personal inventory of your knowledge and attitudes towards diverse populations and your plan for responsible learning in this regard (initial plan, 10% and update 10%).
2. Group or individual research project on a diverse population and the effective supports that are necessary for working with that population. A minimum of two readings (scholarly articles or books) must be part of the project and their usage clearly evident and referenced. All topics must be approved by the Professor. Further details provided in first class. - 15% for research and 10% for oral presentation of research.
3. Class Activities – 20%
4. Film review – details to be provided in first class – 20%
5. Class attendance, including supportive and responsive participation as befits graduating students and and/or in-class assignments – 15%.

Students are expected to keep a copy of all assignments submitted and be prepared to provide them if requested.

Note: In this senior-level course, assignments are expected on time. *Late assignments will lose 10 % of their grade eligibility, per day.* Students will negotiate with the professor *prior* to the due date if a problem arises.

Grading System:

1. Personal learning/growth plan, due date	10%
Learning/growth plan evaluation, due date	10%
2. Group research project: written	15%
oral	10%
3. In-class assignments	
dates: TBA _____	20%
4. Film review	20%
5. Attendance and participation	15%

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.

VI. SPECIAL NOTES:

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. Students who arrive late will not be granted admission to the room until the break or the next class.

Diversity

Learning to work with and value diversity is essential in the CYW program. Students are expected to act respectfully toward other students, the Professor, and guests, throughout the course. Students are expected to strive to demonstrate an appreciation for multinationalism, ethnicity, age, gender and sexual diversity, religion, etc.

Academic Integrity

Cheating and/or plagiarism are a violation of the Sault College policies and will not be tolerated. If you are unclear about any of this, please inform the Professor immediately.

Use of cell phones, tablets, laptops

Cell phones or other personal electronic devices are permitted in class, under the following conditions: speakers must be on silent mode (not on vibrate); devices must be used for one's own purpose, not shared with other students as that would be a distraction, unless the Professor includes it as part of class activity; any distraction related to personal electronic device usage will result in the student being asked to leave class for the day and to report to the Professor.

It is expected that personal electronic devices will be used for course purposes during class time.

APA style applies in this course.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and LMS and form part of this course outline.