

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 develop communications 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, both Code-based and non-Code based. 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.

The aims of this course include increasing cultural sensitivity and specific knowledge, as well as examining the social underpinnings of diversity. Skill development is also identified in this course.

CYWs have legal, moral, and ethical responsibilities to work effectively with clients/students/participants, including individuals with differing world views. To fulfill these responsibilities we believe that introspection, reflection, self-analysis, and sharing of feelings and personal experiences is as necessary as gaining relevant academic information.

This is an experiential class. The process and outcome of each class meeting 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

- Describe, in discussions and self-reflection, the diversity-based influences on present behavior and viewpoints

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 which includes current inventory, specific measurable outcomes, and a plan for achieving those outcomes; Review plan progress

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

- Express specific references to diversity influences and supports, in related assignments; reflect knowledge of human rights legislation

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

- Identify diversity variables affecting work with specific client/student populations
- Express specific behavioural objectives to enhance diversity elements with client populations in related 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 diversity interests;

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

Potential Elements of the Performance

- Describe/demonstrate advocacy techniques

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;
- Ask for and utilize formal and informal feedback;
- Establish reasonable and realistic personal goals; review progress
- 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 to purchase for this course. However, several readings will be expected. Handouts and web-based/library based assignments must be read/completed as assigned and on time. Being unprepared for class may be interpreted as indicative of a lack of interest in the subject matter; in such circumstance, the Professor reserves the right to follow up with the student to address any concerns.

V. EVALUATION PROCESS/GRADING SYSTEM:

All assignment requirements will be reviewed in the first class meeting. Students who miss the first class meeting are advised to see the professor during office hours for additional review or explanation.

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 (peer-reviewed 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. In-class assignments – 15%
4. Film review – details to be provided in first class – 15%
5. Test – Canadian and Ontario Human Rights legislation – 15%
6. Team Building – 10%.

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 _____	15%
4. Film review	15%
5. Test	15%
6. Team Building	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%	
A	80 - 89%	4.00
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 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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. COURSE OUTLINE ADDENDUM

The provisions contained in the addendum located on D2L and on the portal form part of this course outline.

