



Course Code:	1028HSV
Course Name:	Equity & Diversity
Trimester:	Trimester 1, 2017
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Sheena Fleming
Document modified:	26 May 2017

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Sheena Fleming – shfl@portal.griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

Nil

Brief Course Description

This course enables students to consider human services work with people from diverse cultural and minority group backgrounds. There is huge diversity in the human population. Each individual person represents a truly unique combination of traits, cultures, experiences, and backgrounds. Within this diversity, some identities and ways of seeing, being, and acting come to be socially, culturally, and politically privileged and accepted as "normal" while others are marginalised and oppressed. This creates significant gaps in marginalised persons' experiences of equity, health, wellbeing, and social justice.

The course examines points of tension between the norms and traditions of other cultures and those of Australian society, with particular emphasis on the impact of policies and institutional practices. In particular, students will develop an understanding of diverse groups who currently experience social marginalisation in Australia and elsewhere. Students will also develop skills in self education and awareness around diversity and ways of practising in anti-oppressive and culturally sensitive ways. Students will also be supported to explore self-care techniques that they can use to support themselves and others when working for social change and social justice.

Rationale

Health practitioners require a high level of awareness of diversity, privilege, oppression and equity to ensure that their work acknowledges diversity and challenges existing inequitable, oppressive, and socially unjust practices.

By studying, in depth, a culture other than their own, students are able to delineate cultural difference across a range of dimensions, including history, religion, family patterns and child rearing practices, perceptions of responsibility and obligation, health and illness, ageing and death.

Aims

This course enables students to:

1. develop a deep understanding of equity and social justice issues and skills in practising in anti-oppressive and culturally sensitive ways; and.
 2. explore and develop self-care strategies that will assist them in building sustainable careers that promote social justice.
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Learning Outcomes

After successfully completing this course you should be able to:

1. Utilise knowledge, resources and specific human service tools to undertake complex tasks relevant to working with people whose experience and background is different from your own.
 2. Identify significant areas of oppression and difficulty for people who are marginalised from mainstream society on the basis of beliefs and practices which are seen to contravene social norms.
 3. Describe and debate the complexities of social privilege, oppression, diversity, and equity.
 4. Use a number of human service practice skills, relevant to anti-oppressive and culturally sensitive work, with people from other cultures and minority groups.
 5. Critically examine your own assumptions and social constructs in order to approach working with individuals, families, and communities in a non-ethnocentric way.
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Texts and Supporting Materials

Required Text / Resources

- Goodman, D. J. (2011). *Promoting diversity and social justice: Educating people from privileged groups* (2nd ed). New York, Routledge.

A list of required and recommended readings will also be available on the 1028HSV MyStudy course site on the Griffith College student portal.

Organisation and Teaching Strategies

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, learning circles (tutorials) and workshops. Learning circles (tutorials) and workshops facilitate consolidation, discussion and application of knowledge from the lecture.

Class Contact Summary

Lectures: 2 hours per week (weeks 1 - 12).

Learning circles (Tutorials): 1 hour per week (weeks 1 -12).

Workshops: 1 hour per week (weeks 1 - 11).

Attendance

100% attendance is expected for all classes and to actively involve themselves in discussions. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

You are expected to bring work completed at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

Preparation and Participation in Class

You are expected to complete your readings and review the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

Safe and respectful learning environments

All students are encouraged to consider that other student colleagues may have had diverse personal, family, and community level experiences of the topics we will be discussing. Open and honest discussion is highly valued and has the potential to contribute greatly to our shared learning, however we also ask that all students employ cultural safety approaches to dialogue throughout their learning activities in this course. Please see http://www.intstudentsup.org/diversity/cultural_safety/ for an introduction to cultural safety if you are unfamiliar with this concept. It may be a useful addition to your practice toolkit!

Consultation Times

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

Course Materials

Lecture notes and information for the Learning Circles (tutorials) will be made available to you on the 1028HSV MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that extra notes can be added.

Independent Study

Independent study requires that you spend time outside classes engaged in reviewing course materials available on the course site, completing readings, and undertaking research necessary to complete your assignments. Research includes reading the digitized readings, using library and internet facilities. For this 10 CP course, in addition to attending 4 hours of classes each week, you will need to spend at least 6 hours per week in your own time.

Program Progression

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction - equity and diversity, theoretical frameworks, Assessment items	Lecture	Goodman (chapter 1& 2)
	About privileged groups	Tutorial	
		Workshop	
2	The cost of oppression to people from privileged groups	Lecture	Goodman (chapter 6)
	Learning circles	Tutorial	
	Learning activities	Workshop	
3	Ageing: Diverse and equitable approaches to growing older	Lecture	Mapping the Journey (pp 1-37)
		Tutorial	Thomas (Caregiving conference) Audiovisual document
	Learning activities	Workshop	
4	Diverse and equitable responses to growing older	Lecture	Goodman (chapter 10)
	Discussion activities	Tutorial	
	Practicing cultural humility	Workshop	
5	Ableism and disability	Lecture	Barnes (pp 20-32)
	Activism: deinstitutionalization of people with disability	Tutorial	Ward (History of Activism)
		Workshop	
	Learning activities	Laboratory	
6	Unlearning privilege/oppression	Lecture	Goodman (chapter 7)
	Discussion Activities: Ways of seeing ability	Tutorial	De (Cultural Safety: An introduction)
	Working as an effective ally	Workshop	
7	Sexual and gender diversity	Lecture	Kathy's Story (webpage)
		Tutorial	
	Learning activities	Workshop	
8	Cultural safety	Lecture	Goodman (chapter 9)

	Developing support for social justice	Tutorial	
	Learning activities	Workshop	
9	Diverse experiences of mental health and ill health	Lecture	Overview of the mental disorders (pp 104-142)
	Mental health recovery	Tutorial	Carpenter (Mental health recovery paradigm)
	Learning activities	Workshop	
10	Research Essay	Lecture	No readings
	Major essay	Tutorial	
	Online learning activities	Workshop	
11	Emerging issues	Lecture	Goulston & Ulmen (The seven most important words for engaging in cross culture)
	Emerging issues: where from here	Tutorial	Hohman (Cultural Humility)
	Learning activities	Workshop	
12	Group Presentations	Lecture	
	Group presentations	Tutorial	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Log of Learning Activities – Three Reflective journal entries	40%	1, 4, 5 & 6	Weeks 3, 5 & 7
2	Written Assignment	40%	2, 3, 4, 5 & 6	Week 9

	Community event visits and reflection paper			
3	Final examination	20%	1, 2, 3, 4, 5 & 6	Final exam weeks

Assessment Details

1. Log of Learning Activities - Reflective journal

Rationale: Journal entries will be used to link the course content to your personal experience so that you can immediately begin to apply your learning in this course.

Assessment details: You are required to submit three journal entries throughout the trimester on content covered in the learning circles. Journal entries will be used to link the course content to your personal experience so that you can immediately begin to apply your learning in this course. The journal entries will be worth progressively more marks as the trimester progresses to allow you time to develop your competency with this task.

Your tutor will provide you with a journal question and due date in class at the end of each learning circle. You will need to choose at least three of the total of five questions to respond to in your journal across the trimester. This journal allows you to develop your own knowledge in a private and reflective setting. It also allows you to contend with things that you might find personally challenging and liberating in this course.

Marking criteria: The reflective portfolio will be marked against established pre-moderated criteria. Each journal entry will be worth progressively more marks. The week 3 entry will be worth 5 marks, the week 5 entry 15 marks and the week 7 entry 20 marks. You will receive regular summary feedback on your journal entries throughout the semester .

Submission: Online submission to Turnitin.

2. Written Assignment - Community event visits and reflection paper

Rationale: The purpose of this assignment is for you to develop your personal experience of, and critical self-awareness in relation to, a diverse group with which you have not had substantial experience previously..

Assessment details: This research essay on understanding and working across differences includes two interrelated parts as follows:

- Part A - Understanding diversity - research using existing published literature and sources (35%)
- Part B - Experiencing diversity - community activity participation reflection (15%)

In Part A you will choose a client group and will complete a research essay consisting of a maximum of 2000 words. Part B is a 500 word reflection on your participation in a chosen community event which relates to the group researched in Part A of this assignment.

Students will choose ONE client-group that they are interested to work with, based on the content explored in this course.

Writing must be in appropriate academic style, using correct spelling, grammar and punctuation.

Marking criteria: The essay reflection on your participation in a chosen community event will be marked against established pre-moderated criteria available on the 1028HSV course site.

Submission: Online submission to Turnitin.

3. End-of trimester (Final) examination

Rationale: The final examination is intended to test the student's knowledge and understanding of equity and social justice issues examined in the course.

Assessment details: The final examination will be held during the end-of-trimester exam period and will comprise multiple-choice questions and short answer questions based around key themes in the course.

Marking criteria: Marks will be awarded for evidence that the student has understood, and can apply and evaluate, the content presented in lectures, learning circles (tutorials) and the required readings. The end-of-trimester examination will be marked against established model answers and undergo a full moderation process.

Further details of assessment item expectations will be provided during class and in each assessment descriptor available on the 1028HSV MyStudy course site on the Griffith College portal.

Requirements to pass the course:

In order to pass this course, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. achieve a minimum cumulative total of 50% from all graded assessments.**

Submission and Return of Assessment Items

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late.

Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes

Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

Additional Course Generic Skills

Additional Course Information

Diversity can be attributable to differences in cultural and linguistic background, gender, lifestyle, sexuality, socio-economic status, family composition, personal beliefs and values. A culturally inclusive environment requires mutual respect, effective relationships, clear communication, explicit understandings about expectations and critical self-reflection. In an inclusive environment, people of all cultural orientations can:

- freely express who they are, their own opinions and points of view
 - fully participate in teaching, learning, work and social activities
 - feel safe from abuse, harassment or unfair criticism
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Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms

of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

Some students may find some course content confronting. If at any time you find that the content is upsetting or distressing in any way please talk with the Course Coordinator and/or make an appointment to meet the Student Counsellor at Griffith College to discuss your situation in confidence.

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