



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1028HSV
<b>Course Name:</b>	Equity and Diversity
<b>Trimester:</b>	Trimester 3, 2019
<b>Program:</b>	Diploma of Social and Psychological Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Sheena Fleming
<b>Document modified:</b>	3 August 2019

### Course Description

This course enables students to consider human services work with people from diverse cultural and minority group backgrounds who represent a truly unique combination of traits, cultures, experiences, and backgrounds. Within this diversity, some identities 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. 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 selfcare techniques that they can use to support themselves and others when working for social change and social justice.

### Assumed Knowledge

There is no assumed knowledge for this course

## 1.2 Teaching Team

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

Name	Email
Sheena Fleming	sheena.fleming@staff.griffithcollege.edu.au
Dr Francis Ackah	frac@portal.griffithcollege.edu.au

## 1.3 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 "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Diversity is connected with intersecting forms of oppression and privilege, which are played out, among other places, within human and social service contexts. Hence, human and social service practitioners need to be able to discern and understand prevailing forms of social difference, their impact on people's well-being and the ways this contributes to social (in)justice. In response, the course, Equity and Diversity, seeks to provide you with the opportunity to develop an ethical, knowledge and skills base required to analyse prevailing forms of social injustice and to engage in anti-oppressive, culturally humble and safe practices, as well as offering you opportunities to explore and develop strategies of self-compassion and self-care.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Identify a range of culturally humble and anti-oppressive practices.
2. Understand the key terms and concepts of social privilege, oppression, diversity and equity.
3. Apply knowledge of key concepts of anti-oppressive and culturally sensitive practices with people from other cultures and minority groups.
4. Identify contextual factors that either hinder or contribute to culturally safe and socially just practice.

### 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

### 3. Learning Resources

#### 3.1 Required Resources

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

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

#### 3.2 Recommended Resources

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

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You 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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

Classes for Equity and Diversity include the following:

- \* **Lectures:** 2 hours per week
- \* **Learning circles (Tutorials):** 1 hour per week
- \* **Workshops:** 1 hour per week

## 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Introduction - equity and diversity, theoretical frameworks. About Privileged groups	Lecture/Tutorial/ Workshop	Goodman (chapter 1& 2)	1,2,4
2	The cost of oppression to people from privileged groups	Lecture/Tutorial/ Workshop	Goodman (chapter 6)	1,2,4
3	Ageing: Diverse and equitable approaches to growing older	Lecture/Tutorial/ Workshop	Mapping the Journey (pp 1-37)	1,2,3
4	Diverse and equitable responses to growing older	Lecture/Tutorial/ Workshop	Goodman (chapter 10)	1,2,3
5	Ableism and disability	Lecture/Tutorial/ Workshop	Barnes (pp 20-32)	1,2,3
6	Unlearning privilege/oppression  Working as an effective ally	Lecture/Tutorial/ Workshop	Goodman (chapter 7)  De (Cultural Safety: An introduction)	1,2,3,4
7	Sexual and gender diversity	Lecture/Tutorial/ Workshop	Kathy's Story (webpage)	1,2,3
8	Cultural safety Lecture Developing support for social justice	Lecture/Tutorial/ Workshop	Goodman (chapter 9)	1,2,3,4
9	Diverse experiences of mental health and ill health	Lecture/Tutorial/ Workshop	Overview of mental disorders (pp 104-142)	1,2,3
10	Diversity and Immigration	Lecture/Tutorial/ Workshop		1,2,3
11	Emerging issues	Lecture/Tutorial/ Workshop	Goulston & Ulmen (The seven most important words for engaging in cross culture)	1,4
12	Revision	Lecture/Tutorial/ Workshop		1,2,3,4

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Log of Learning Activities – Three Reflective journal entries	40%	1,2,3,4	Weeks 3, 5 & 7
2	Written Assignment – Scenario Analysis	40%	1,2,3,4	Week 9
3	Final examination	20%	2	Final exam weeks

### 5.2 Assessment Detail

#### 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 in class one week prior to the submission due date. This task allows you to develop your own knowledge and reflect on situations you might have found personally challenging.

**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 Trimester.

**Submission:** Online submission to Turnitin.

#### 2. Written Assignment – Scenario Analysis

**Rationale:** The aim of this task is to provide students with the opportunity to demonstrate: knowledge of the concepts of self-compassion, self-care, cultural humility and socially just practice, as well as – an ability to apply this knowledge to analyse and evaluate a conversation between a member of a dominant and a member of a subordinate group, and to propose solutions. The purpose is to provide students with conceptual and practice tools to promote equity in contexts of diversity, focusing on intra-and interpersonal skills.

**Assessment details:** In the scenario provided, Polly (a member of a subordinate group) comes to Steve (a member of a dominant group) for support. In the conversation, she makes an important personal disclosure, which he finds challenging to come to terms with. Watch the scenario, analyse and evaluate the conversation, and with references to the concepts of cultural humility, socially just practice, self-compassion and self-care, answer the following three questions:

Explain which practices are performed well this interaction. Provide evidence from the course content (including your online material, prescribed and/or recommended sources), to support your views. [Max no of words: 450]

Explain which practices are not performed well in the interaction. Provide evidence from the course content (including, where appropriate, your prescribed and/or recommended sources) to support your views. [Max no of words: 450]

Make suggestions for improvement by proposing ways in which the participants could have shown better self-compassion, self-care, cultural humility and socially just practice. Justify your suggestions. [Max no of words: 600]

[Total no of words: 1500]

Writing must be in appropriate academic style, using correct spelling, grammar and punctuation and referenced in accordance with APA 6th edition.

**Marking criteria:** The essay will be marked against established pre-moderated criteria available on the 1028HSV course site.

**Submission:** Online submission to Turnitin.

### 3. 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 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.

#### 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.**

### 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

### 5.4 Other Assessment Information

#### 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.

#### Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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