



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1028HSV</b>
<b>Course Name:</b>	<b>Equity and Diversity</b>
<b>Trimester:</b>	<b>Trimester 1, 2021</b>
<b>Program:</b>	Diploma of Social and Psychological Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Sheena Fleming
<b>Document modified:</b>	22/05/2020

### 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 teacher can be contacted via the email system on the portal.

Name	Email
Sheena Fleming	<a href="mailto:sheena.fleming@staff.griffithcollege.edu.au">sheena.fleming@staff.griffithcollege.edu.au</a>
Francis Ackah	<a href="mailto:frac@portal.griffithcollege.edu.au">frac@portal.griffithcollege.edu.au</a>

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of lectures. A list of times will be published on the Griffith College Portal on the course site.

## 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 with internet access, as well as camera and microphone functionality.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

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 and apply structural processes of social group formation, identity and diversity; social (in)justice and (in)equity; oppression, privilege and intersectionality in contemporary Australia.
- 2: Identify and apply structural processes of being an ally for social justice, the stages of ally development, the characteristics of effective allies and their roles in the struggle for equity in contexts of diversity in contemporary Australia.
- 3: Outline the concepts of cultural humility and socially just practice in context of diversity and apply these concepts in interpersonal encounters and relationships.
4. Identify the concepts of socially just and culturally safe practice in organisations.



### 2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration			✓	✓
Self-directed and active learning			✓	✓
Creative and future thinking			✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



## 3. Learning Resources

### 3.1 Required Learning 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 Learning 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning**

#### **Attendance**

You are expected to actively engage in all learning experiences and learning activities which underpin the learning **content** in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

##### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Module1: Systemic Construction and Structural Processes of Diversity, Inequity, Privilege, Oppression and Intersectionality</b>					
<b>1</b>	Introduction - equity and diversity.  Social Group formation and diversity	Activity: Matching Exercise Activity: Nancy Fraser's Multidimensional Model	Activity: Equality and Equity		1
<b>2</b>	The cost of oppression to people from privileged groups	Activity: Reflective exercise – Five faces of oppression	Article/Video Analysis – 5 Faces of Oppression		1,2

		Activity: Reflective Exercise	Video – Unpacking the Invisible knapsack of Privilege		
3	Ageing: Diverse and equitable approaches to growing older	Activity: Age friendly cities	Video - Inspiration Porn and the Objectification of Disability: Stella Young		1
4	Diversity and Immigration	Video – Systemic Racism Activity: Systemic Racism Reflective exercise	Video: My Refugee Journey - Dai Le	Reflective Journal 1  10%	1
<b>Module 2: Tools for Change - Accommodating Diversity and Establishing Equity</b>					
5	Unlearning privilege/oppression	Activity: Reflective Exercise	Video: Does this Oppression Make Me Look Fat? How we Unlearn the Number on the Scale		1,2
6	How to be an Ally for Social Justice	Activity: Reflective Exercise	Video: Allyship is the key to Social Justice		2
7	Ableism and Disability	Activity: Disability Activities	Activity: Case Studies	Reflective Journal 2  10%	1,2
<b>Module 3: Cultural Humility and Socially Just Practice</b>					
8	Developing support for social justice	Activity: Reflective Exercise Activity: Microaggressions Reflective Exercise: Melbourne wakes up to homeless crisis	Video: Microaggressions in everyday life Article review - Lilienfeld: Microaggressions : Strong Claims, Inadequate Evidence		3
9	Cultural Humility and responding to social injustice	Activity: Revised statement and questions – Cultural Humility Video Activity: Is there an alternative to political correctness? Activity: Evidence of Learning (Assessment) 3 Case scenario	Video: Chavez: Cultural Humility		3





10	Sexual and gender diversity	Activity: Exercise : Aspects of Internalised oppression	Article Review: Why Hannah Gadsby is retiring from Comedy Video: SSM Abuse and quitting Comedy	Written Assignment – Scenario Analysis  40%	3
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<b>Module 4: Concepts and Practices of Self-Compassion and Self-Care</b>					
11	Diverse experiences of mental health And ill health	Activity: Responding to mental illness	Video: Saks – Seeing mental illness		1
12	Socially Just Organisations  Self Compassion and Self Care	Activity: Exam review  Activity: The 3 elements of self compassion  Activity: Ted Ed – Exercise in self compassion	Video: 4 Ways to build a human company in the age of machines  Video: The power of vulnerability?	Final examination  40%	4



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Reflective Journal 1	10%	1	Week 5
2	Reflective Journal 2	10%	2	Week 7
3	Written Assignment – Scenario Analysis	40%	3	Week 10
4	Final examination	40%	1,2,3,4	Final Exam Week

### 5.2 Evidence of Learning Task Detail

#### 1 & 2 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.

Evidence of Learning (Assessment) details: You are required to submit two journal entries one in week 5 and one in week 7 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.

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 10 marks

Submission: Online submission to Turnitin.

### **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 in this interaction. Provide evidence from the course content (including your online material, prescribed and/or recommended sources), to support your views. [Max number 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 number 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 number of words: 600]

[Total number 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.



## **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.

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

Marks will be awarded for evidence that the student has understood, and can apply and evaluate, the content presented in lectures, and tutorials and the required readings.

### **5.3 Late Submission**

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning**

#### **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 evidence of learning item, 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 Evidence of Learning Items**

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning 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 of evidence of learning 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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