



1. General Course Information

1.1 Course Details

| | |
|----------------------------|--|
| Course Code: | 1028HSV |
| Course Name: | Equity and Diversity |
| Trimester: | Trimester 2 2022 |
| Program: | Diploma of Social and Psychological Science |
| Credit Points: | 10 |
| Course Coordinator: | Jesse Rostagno |
| Document modified: | June 23, 2022 |

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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

| | |
|----------------|------------------------------------|
| Jesse Rostagno | jero@portal.griffithcollege.edu.au |
|----------------|------------------------------------|

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 teacher. 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 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

| | Learning Content | Learning experiences | Learning activities | Evidence of learning | Learning outcome |
|--|---|---|--|---|---|
| |  |  |  |  |  |
| Module1: Systemic Construction and Structural Processes of Diversity, Inequity, Privilege, Oppression and Intersectionality | | | | | |
| 1 | Introduction - equity and diversity. Social Group formation and diversity | Activity: Matching Exercise Activity: Nancy Fraser's Multidimensional Model | Activity: Equality and Equity | | 1 |
| 2 | The cost of oppression to people from privileged groups | Activity: Reflective exercise – Five faces of oppression Activity: Reflective Exercise | Article/Video Analysis – 5 Faces of Oppression Video – Unpacking the Invisible knapsack of Privilege | | 1,2 |
| 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 | | 1 |
| Module 2: Tools for Change - Accommodating Diversity and Establishing Equity | | | | | |
| 5 | Unlearning privilege/oppression | Activity: Reflective Exercise | Video: Does this Oppression Make Me Look Fat? How we Unlearn the Number on the Scale | Reflective Journal 1 Due - 10% | 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 Due - 10% | 1,2 |
| Module 3: Cultural Humility and Socially Just Practice | | | | | |
| 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 (Task) 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, 4 |

| Module 4: Concepts and Practices of Self-Compassion and Self-Care | | | | | |
|---|--|--|---|-----------------------|---|
| 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

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, 4 | Week 10 |
| 4 | Final examination | 40% | 1,2,3,4 | Final Exam Week |

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Reflective Journal 1 (10%)

Task Type: Written Journal

Due Date: Week 5 (date to be advised on course site)

Weight: 10%, Marked out of: 10

Length: 700 words

Task Description:

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.

You are required to submit two journal entries, one in week 5 and one in week 7 on content covered in the learning circles.

Your teacher 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.

Criteria and Marking: The reflective portfolio will be marked against established pre-moderated criteria

Submission: Online submission to Turnitin

2. Evidence of Learning Task 2: Reflective Journal 2 (10%)

Task Type: Written Journal

Due Date: Week 7 (date to be advised on course site)

Weight: 10%, Marked out of: 10

Length: 700 words

Task Description:

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.

You are required to submit two journal entries, one in week 5 and one in week 7 on content covered in the learning circles.

Your teacher 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.

Criteria and Marking: The reflective portfolio will be marked against established pre-moderated criteria

Submission: Online submission to Turnitin

3. Evidence of Learning Task 3: Written Assignment – Scenario Analysis (40%)

Task Type: Written Assignment

Due Date: Week 10 (date to be advised on course site)

Weight: 40%, Marked out of: 40

Length: 1500 words total (see below for breakdown)

Task Description:

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.

Writing must be in appropriate academic style, using correct spelling, grammar and punctuation and referenced in accordance with APA 7th edition.

Criteria and Marking: The essay will be marked against established pre-moderated criteria on the 1028HSV course site

Submission: Online submission via Turnitin

4. Evidence of Learning Task 4: Final Examination (40%)

Task Type: Examination

Due Date: Exam Week as per Academic Calendar. Timetable will be published by end of Week 10

Weight: 40%, Marked out of: 40

Length: Multiple-choice and short answer questions

Task Description:

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

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.

Criteria and Marking: Marks will be awarded for evidence that the student has understood, and can apply and evaluate, the content presented in learning experiences and the required readings.

Submission: Specific details will be uploaded onto the course site closer to the examination period.

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning, of all learning outcomes, by achieving an overall course total of at least 50%

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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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