1. General Course Information

1.1 Course Details

Course Code:	**1028HSV**
Course Name:	**Equity and Diversity**
Trimester:	**Trimester 1, 2023**
Program:	**Diploma of Social and Psychological Science**
Credit Points:	**10**
Course Coordinator:	**Jesse Rostagno**
Document modified:	**22 February 2023**

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 practicing 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 |
| Rebecca Rylands | **rery@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 laptop or tablet (mobile phones are not suitable). 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 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

	Graduate Capabilities and Employability Skills		Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		

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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.
In addition, **Missed Class** learning material is provided in the course,   providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled   Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to   organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	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/oppressio n	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		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	Week 10 – Conference Abstract Due	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?	Week 12 – Presentation Recording Due Exam Week Final Exam	4

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Conference Abstract – Written Assessment	20%	1, 2	Week 10
2	Recorded PowerPoint Conference Presentation – 10 Minutes	40%	3, 4	Week 12
3	Final examination	40%	1,2,3,4	Final Exam Week

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

1. Evidence of Learning Task 1: Conference Abstract (20%)

Task Type: Written Assignment
Due Date: Week 10 (date to be advised on course site)
Weight: 20%
Length: 300-500 words
Task Description:
At the end of Week 8, you will submit a **written 300-500 word abstract for a paper**, to be presented at a (fictitious) conference on *Equity & Diversity*. Your proposed paper will **explain a selection of concepts**, taught in this course, **and their relevance for you as an emerging social or human service professional**.

This task provides you with an opportunity to demonstrate –
- Your increasing understanding of the concepts you have selected;
- Your ability to identify a topic of concern to the course, Equity and Diversity and to provide reasons for your choice;
- Your beginning ability to apply your chosen concepts to interpret the topic of concern and to show the ways in which it is of concern to the social or human service professions in Australia today;
- Your beginning ability to express your role as a future social or human service professional in addressing this problem.

To this end, your abstract will contain the following information regarding your envisaged presentation:
1. The *title* of your proposed paper;
2. Your proposed paper's *main concern*;
3. An *overview of the arguments* that will comprise the main body of your proposed paper, in the *order* in which this argument will be made;
4. Your proposed paper's *likely conclusion*.

Substantively, your abstract needs to cover the following contents:
1. Whether you will be drawing on your *personal experience* or a recent event reported on in the *news*;
2. Which *one of* the following *seven fields of interest* you will be focusing on: (a) *"race" and ethnic origin*; (b) *gender and sexuality*; (c) *citizenship, language and residence status*; (d) *socio-economic status*; (e) *religion and spirituality*; (f) *age*; or (g) *health and ability;*
3. The *reasons* for your choice;
4. Whether you will be concentrating on the *key concepts* of *diversity* and *social*

(in)justice, <u>OR</u> on *privilege*, *oppression* and *intersectionality*;

5. The ***nature of the problem*** you are concerned about, in the terms of the key concepts you have chosen;
6. The ***contribution*** which you, as an emerging social or human service professional, hope to be making ***in addressing this problem***;
7. A minimum of ***two additional concepts*** which are likely to be instrumental in this contribution: (a) *self-compassion*, (b) *cultural humility*; (c) *allyship for social justice*; (d) *culturally safe organisations*; (e) *socially just organisations*.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

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

Submission: Online submission to Turnitin

2. Evidence of Learning Task 2: Recorded Conference PowerPoint Presentation (40%)

Task Type: Presentation – Technical or Professional
Due Date: Week 12 (date to be advised on course site)
Weight: 40%, Marked out of: 40
Length: 10 Minute Recording
Task Description:
At the end of Week 12, you will submit a **recorded 10-minute power point presentation of your paper** for presentation at a (fictitious) conference on *Equity & Diversity*. Your paper will **e**xplain a selection of concepts, taught in this course, and their relevance for you as an emerging social or human service professional.

This task provides you with an opportunity to demonstrate –
- Your understanding of the concepts you have selected;
- Your ability to identify a topic of concern to the course, Equity and Diversity and to provide reasons for your choice –
- Your ability to apply your chosen concepts to analyse the topic of concern and to appraise the ways in which it is of concern to the social or human service professions in Australia today;
- Your ability to explain and justify your role as a future social or human service professional in addressing this problem and how, in doing so, you will manage the challenges that you may face.

To this end, your paper will be organised as follows:
1. *Title page*;
2. Statement of your paper's *main concern*;
3. Main *body of arguments*;
4. *Conclusions*.

Substantively, your paper is expected to:
1. Draw on <u>EITHER</u> your personal *experience*, <u>OR</u> a recent event reported on in the *news*;
2. Focus on <u>ONE</u> *of* the following *seven fields of interest*: (a) "*race*" and ethnic origin; (b) *gender and sexuality*; (c) *citizenship, language and residence status*; (d) *socio-economic status*; (e) *religion and spirituality*; (f) *age*; or (g) *health and ability*;
3. Provide *reasons* for your choice;
4. Demonstrate your understanding of the following *key concepts*: <u>EITHER</u> *diversity* and *social (in)justice*, <u>OR</u> *privilege*, *oppression* and *intersectionality*;
5. Clearly articulate the *nature of the problem* you are concerned about, in the terms of the key concepts you have chosen;
6. Clearly articulate the *contribution* which you, as an emerging social or human services professional, hope to be making *in addressing this problem*;
7. Explain <u>AT LEAST TWO</u> of the following *additional concepts* and the ways in which in which they will be instrumental in this contribution: (a) *self-compassion*, (b) *cultural humility*; (c) *allyship for social justice*; (d) *culturally safe organisations*; (e) *socially just organisations*.

Note that while you *may* write out your presentation prior to recording it, this is *not* an expectation; you are *only* expected to submit the recorded power point presentation.[Maximum duration of presentation: 10 minutes]

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

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

3. Evidence of Learning Task 3: 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.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Sittings, 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.

Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.