

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
HLSC 3130 – DIVERSITY AND COUNSELLING
Course Syllabus – Fall, 2012**

Instructor: Phil Jones, MSW, RSW, MEd, R.Psych., PMDip
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Class: Wednesday, 1500 – 1750
Classroom: AH175
Office Hours: Monday 1:00 – 3:00 or by appointment
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Course Description:

This course will help you develop the knowledge, skills and attitudes necessary to work effectively with diverse populations and in diverse practice settings.

Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course:

Technical Competencies	Behavioural Competencies
<ul style="list-style-type: none">• Diversity and Cultural Responsiveness• Ethics and Professionalism	<ul style="list-style-type: none">• Diversity and Cultural Responsiveness• Interpersonal Rapport/Savvy• Self-Management

Learning Objectives:

In this course, you will:

- Become knowledgeable about social, cultural, and historical influences on human beings.
- Begin to understand how beliefs, values, meanings, and attitudes are socially constructed.
- Develop an understanding of oppression and anti-oppressive practice.
- Develop an understanding of social and political factors in Canada which impact the availability of services for people.
- Develop basic skills in working with those who are different from us to deal with human relations, counselling, and addictions issues.
- Develop basic skills in anti-oppressive practice.
- Recognize the contributions and limitations of ethno-specific, mainstream, and culturally diverse approaches to dealing with addiction.
- Become familiar with the utilization of non-western traditional knowledge and practices to deal with addictions.
- Develop an understanding of ongoing personal issues in working with diverse populations that need ongoing awareness and personal work.

Required Text:

Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people*. (2nd ed.). Halifax, NS: Fernwood.

Course eLearning Site:

moodle.uleth.ca

Approach to Learning:

The course will use a variety of activities to enable students to explore the ideas and approaches in this area, and to develop a community of learners. A community of learners assumes that students are open to the ideas, thoughts, and experiences of others, and that all class members are treated with dignity, respect, and consideration. In addition, a community of learners allows students to learn from their peers, as well as to contribute to the learning of others.

Class Schedule (Subject to Change)	
Date	Topic(s)
Sept. 5	Introduction to course, review of course outline and assignments, overview of Moodle site for the course
Sept. 12	Discussion of the concepts of world view, cultural sensitivity and cultural competence Diversity, oppression, and privilege
Sept. 19	Canada's Racist History – Japanese, Chinese, and Black experience in Canada Legacy and current expressions of racism in Canada
Sept. 26	Aboriginal experience/Aboriginal healing approach
Oct. 3	Immigration and refugee experience
Oct. 10	LGBTQ experience
Oct. 17	The stigma and marginalization associated with mental health problems
Oct. 24	Persons with disabilities
Oct. 31	Anti-Discrimination Response Training
Nov. 7	Understanding Structural Oppression
Nov. 14	
Nov. 21	Diversity in service delivery
Nov. 28	Toward becoming an anti-oppressive practitioner
Dec. 5	Last Class: Summary and evaluation

Grading and Assignments:

1) Online Book Discussion (weight: 30%): The textbook for the course will be used to enable students to engage in discussions with peers about the ideas presented by the author in the online environment. Students will be a chapter discussion leader for one week and will participate the other weeks as discussion members. Chapter leaders will bring to the discussion information from one or more outside resources that pertains to the concepts in the chapter, and will lead a discussion on the chapter and the related material. Participants will come to the discussions prepared through reading the chapter, and will be involved throughout the week as the discussions unfold. It is expected that students will appreciate and respect different perspectives as they are shared in the discussions. Students will provide a self-evaluation of their experience with the book discussions which reflects on the following:

- Self-evaluation of role of chapter leader
- Self-evaluation of participation as a discussion member for each chapter
- A personal reflection addressing the book as a whole and how it has affected their perspective on themselves as a helping professional in relation to oppression
- A reflection on the experience of discussing this book with others.

Self-evaluation: Due November 9, 2012, via e-mail.

- 2) Inquiry Project (weight: 30%):** This assignment asks you to explore an aspect of diversity which is of interest to you; you are asked to frame some good inquiry questions to guide your learning, use a range of resources to answer the questions you have posed, and communicate your findings to others through posting your assignment in the Moodle site. The learning product you produce should include a section in which you reflect on the learning which has occurred for you in doing the assignment, and how this learning has impacted your world view. It is recommended that you consult with the instructor about your areas of interest for this assignment.

Due: October 12, 2012, 4:00 p.m., posted in Moodle.

- 3) Responses to Inquiry Projects (weight: 10%):** This assignment asks students to read the inquiry projects of three (3) other students, and provide thoughtful and reflective comments on the project. Responses are expected to be respectful and considerate.

Due: October 19, 2012, 4:00 p.m., as responses in Moodle.

- 4) Structural Analysis (weight: 25%):** This assignment asks students to provide an analysis of how dominant groups in society structure it in ways which result in the oppression of others. Using the material provided for the weekly in-class discussions and additional material located in the Library, students will choose a social issue (for example, addiction, poverty, racism, income disparity) and use it to clearly describe which structures are implicated in the existence of this social issue and how the structures create and maintain oppression.

Due: November 30, 2012, 4:00 p.m., posted in Moodle.

- 5) Responses to Structural Analysis (weight: 5%):** This assignment asks students to respond to two (2) other students' social policy analyses with thoughtful and reflective comments about what has been learned through reading the presentation, what particularly resonated with the reader about the area, and what thoughts the reader has about the suggested solutions to the problems identified with the policy.

Due: December 7, 2012, 4:00 p.m., as responses in Moodle.

Grading:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day. See the University of Lethbridge 2012-2013 Calendar for policies on plagiarism and cheating. These policies will be strictly adhered to.

Plagiarism Statement:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.