

**UNIVERSITY OF LETHBRIDGE
FACULTY EDUCATION**

**Masters of Education (Counselling Psychology)
Counselling Addictions and Mental Health Cohort
EDUC 5622: Counselling Psychology: Gender and Cultural Issues
Course Syllabus: Summer, 2017
Wednesday, 10:00-5:00 TH 277**

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COURSE DESCRIPTION:

This course examines unique gender and cultural issues faced when working with diverse populations. Multicultural competence is enhanced by studying the historical, religious, sociological, familial and societal influences placed upon each ethnic or minority group. Strengths and weaknesses of current therapeutic models will also be discussed along with the recognition of ones' own ethnicity, prejudices, and beliefs which may have an impact on the therapeutic relationship. Multicultural interventions, trends, research, and future directions will also be explored while the important topic of ethics is prominent throughout the course.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Demonstrate an understanding of oppression in its various forms.
- Demonstrate an understanding of how privilege operates in our society.
- Articulate literature both for and against cultural and gender perspectives.
- Articulate an understanding of the impact of oppression and privilege on non-dominant members of our society, including showing understanding of intersectionality.
- Articulate strategies and approaches of Anti-oppressive practice, and demonstrate how these can influence practice.
- Discuss their own background and history and how it may contribute to the potential of engaging in oppressive behavior with clients, and discuss processes which will be used in practice to ensure that practice is anti-oppressive.
- Link anti-oppressive practice with ethics for the practice of psychology.

COURSE PROCESS:

This course will use collaborative learning as the course delivery approach. Collaborative learning approaches encourage learners to both contribute to the learning of their peers, and learn from their colleagues as well. The course instructor will provide the overall course structure and expectations, and ensure that essential learning outcomes, as outlined in the course objectives, are met. In addition, guest speakers will contribute to the quality and applicability of course material.

COURSE TEXTBOOK:

Mullaly, B. (2010). *Challenging oppression and confronting privilege*. Don Mills, ON: Oxford.

Other material for the course will be provided by the instructor, guest speakers and students, and made available on the course Moodle site.

CLASS SCHEDULE

DATE	CLASS	LEARNING ACTIVITIES
May 10 Wednesday	Discussion of Chapter 1 & 2 of textbook. Introduction to the course, review of course outline, organization of student activities for the course. Personal Paradigm of Gender and Culture Peer Review of Scholarly Articles Import of critical analysis in establishing healthy and informed views of gender and culture	Read Chapter 1 & 2 Read the course outline. Sign up in the Moodle site for a day to facilitate a chapter discussion. Participate in the discussion of Chapter 1. & 2
May 17 Wednesday	Potential Guest Speaker Discussion of Chapter 3, 4, & 5 Gender as culture & culture as gender The continuum of gender identity in counselling Gender constructs in the counselling process Dialectical Opposition Exercise Gender Spectrum Exercise	Read Chapter 3, 4 & 5 Participate in discussing the content of the chapter, as led by a class member; engage in the active learning processes and supplemental reading. Gender constructs in the counselling process
May 24 Wednesday	Guest Speaker Discussion of Chapter 6 & 7 Anti-oppressive practice at the personal and cultural levels Self-awareness and the role of countertransference Counselling Vignette Dialectical Opposition Exercise	Preparation through reading Chapter 6 & 7 and other provided material and participation in the discussions and counselling exercises. Discuss potential guest speaker contributions to the topic of gender and culture. Identifying cultural and gender "blind-spots"
May 31 Wednesday	Guest Speaker Discussion of Chapter 8 & 9 Counselling Vignette Therapeutic Privilege & Oppression Ethics in theory and practice Dialectical Opposition Exercise	Preparation through reading Chapter 8 & 9 and the other provided material and participation in the discussions. Focus on the role cultural and gender diversity have in a sound ethical practice
June 7 Wednesday	Guest Speaker Discussion of Chapter 10 Internalized oppression and domination. Intersectionality Counselling Vignette Dialectical Opposition Exercise	Preparation through reading Chapter 10 and other provided material and participation in the discussions. The role oppressive self-appraisal has on privilege and oppression in counselling
June 14 Wednesday	Last Class Be prepared to discuss the learning you are taking from this course, and how you will apply it in practice.	Wrap up and sharing experiences Envisioning professional practice exercise

COURSE ASSIGNMENTS:

Assumptions guiding the assignments:

- As developing professionals, you will understand the importance of substantive support being provided for the input you provide to others; as members of a learning community.
- Students will demonstrate their knowledge base through opportunities to teach various parts of the course.
- Your presentations and discussions need to ensure that they reflect the Canadian Code of Ethics for Psychologists and Standards of Practice.
- Other relevant material will be an essential part of the presentations you provide.
- All classroom discussions need to be respectful, while still allowing for disagreement.
- Students will design their presentations to ensure participatory learning among the class members.
- Students will be active participants in course learning activities.

1) Chapter Discussion Leading (30%). Due: As chosen, through the Sign-up forms in Moodle.

Students will, either individually or in pairs, provide leadership for a class discussion of one chapter in the textbook. The discussions need to include the following elements:

- Summary of key points in the chapter.
- Opportunities for class members to discuss their understanding of the key points, and register disagreement or other concerns with the content.
- Introduction of additional material to support, illustrate, and/or challenge the material.
- Leading a discussion about how the material in the chapter can inform practice behavior and practice decisions.
- Including discussion of student experiences related to the content of the chapter – these might be personal experiences, observations, or experiences in the helping role.

2) Chapter Discussion Participation (30%). Due: each class, through discussion participation.

Students will participate in the chapter discussions led by their peers for each class in the course. Participation will include the following:

- Preparation for class discussion including reading the chapter and any supplementary materials provided by the leaders.
- Contributing additional material to the discussion from a variety of sources (scholarly literature, news reports, personal experience, observations and clinical experience), and thoughtful challenges or critiques of the material in the textbook, and other material presented by the group leader.
- Engagement in the discussions.

3) Dialectical Opposition (40%). Student Dyads will choose a topic and class to present.

The purpose of this assignment is to provide students with the experience of counselling a client with opposing perspectives, values and beliefs from their own. Toward this end, students will pair up and take turns presenting support for a topic of their choosing (gender constructivism) as well as an antithetical rebuttal (gender deconstruction). Beginning with the second session, there will be roughly 3-4 dyads presenting short interactive lectures during class.

- Provide a clear discussion of intersectionality which demonstrates the multitude of social domains that constitute a full understanding of phenomenon.
- Show a variety of ways in which holding the opposites can inform practice as a psychologist.
- Discuss other ways in which understanding intersectionality in practice might contribute to thinking differently about the larger landscape and context of practice.
- Maximize student opportunities to bridge the diversity of theory and practice within gender and cultural studies.

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

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 may be required to submit both electronic and hard copy versions of their work.

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.

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