

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
Master of Counselling
CAAP 6607: Counselling Diverse Clients
Spring Semester: January 6 – April 15, 2016
Noella Piquette, Ph.D.

Instructor:	Dr. Noella Piquette
Office:	TH 317: Faculty of Education, University of Lethbridge
Telephone:	403. 394. 3954
E-mail:	noella.piquette@uleth.ca
Contact with instructor	I am available Tues and Thurs from 9 – 11; open door policy. Please email for a scheduled face to face or telephone meeting during the day or early evenings. Note, there may be a 24 to 48 hour delay in email responses.

Course Description

Focuses on increasing personal awareness, identification of conceptual frameworks, and development of in-depth knowledge of equity and diversity issues in counselling. Students will be expected to examine their own attitudes, behaviours, perceptions, and biases. *Online facilitated instruction*

COURSE MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th Edition*. New York: American Psychological Association.

Weekly electronic readings will be found in our Moodle section or URLs provided.

[Recommended reading: background texts](#)

Arthur, N., & Collins, S. (2010). *Culture-infused counselling [2nd ed]*. Calgary, AB: Counselling Concepts.

Mullaly, B. (2010). *Challenging oppression and confronting privilege (2nd ed)*. Don Mills, ON: Oxford.

Sue, D.W. & Sue, D. (1999) (3rd ed) *Counselling the culturally different: Theory and practice*. New York: Wiley.

Leach, M., & Aten, J. (2012) *Culture and the therapeutic process: A guide for mental health professionals*. New York: Routledge.

[Essential Websites](#)

<http://www.apastyle.org/>

<https://owl.english.purdue.edu/owl/resource/560/18/>
http://library.nmu.edu/guides/userguides/style_apa.htm

Course Summary

This course is designed to enable students to enhance their professional competencies in working with individuals or groups from diverse populations. The course will facilitate development of self-awareness, acquisition of theoretical knowledge, and skill acquisition. The focus of the course is on concepts and principles of counselling psychology that enhance our understanding and effectiveness in addressing particular issues related to age, ability, gender, sexual orientation, race and ethnicity, socio-economic status, and so on. Professional practice considerations are addressed through exposure to course readings, experiential learning, interactions with peers, and exposure to individuals with diverse cultural backgrounds. Students will be expected to examine their own attitudes, behaviours, perceptions, and biases.

This course is unique in its development. Topics covered relate to specific cultural groups: girls and women, racial and ethnic minorities, lesbians, gay men, immigrants and refugees, international students, First Nations populations, and persons with disabilities. Throughout the course, you will be exposed to a range of perspectives on multicultural, culturally infused and diversity counselling.

Learning Objectives

1. Demonstrate an awareness of the existence and impact of personal values and biases, focusing on issues of race, culture, gender, sexual orientation, disability, and other areas of diversity.
2. Describe contextual and systemic values and biases and illustrate their impact on individuals and groups from non-dominant populations.
3. Develop a conceptual framework for adapting personal counselling practice to reflect sensitivity to issues of equity and diversity.

Course Structure

This course is designed to provide a dynamic and interactive learning process in an online format. Resources include a list of readings and links to supplementary resources from journals and other texts.

The course is structured into thirteen lessons. Lessons address issues of multicultural counselling generally, providing a framework for counsellors to develop competency in working with a range of client populations. Modules highlight specific multicultural or diversity groups that Canadian counsellors are likely to have the privilege of engaging with to various degrees throughout their

careers. The final lesson provides an opportunity to review the learning from the course and highlights issues related to continued competency.

The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course. During each week students will be expected to respond to the thought-provoking questions that are posted in the weekly discussion forum. Once the questions have been posted, you may contribute your ideas at any time. You are expected to log on at least twice a week, although logging on several times a week is desirable inasmuch as it will enhance the discussion among the participants.

Course Philosophy

The purpose of this course is to increase your competency to counsel members of non-dominant populations. The philosophy in writing this course is that such competency begins at the level of attitudinal change and is complemented by knowledge and skill acquisition. All three are important but the former forms the foundation for effective multicultural diversity counselling practice. Some of you may start from the premise that diversity counseling may not be particularly relevant to your own practice. However, throughout your career you will encounter individuals and groups whose world-view, values, cultural practices, and so on differ from your own. It is hoped that by the end of this course, you have developed the awareness and sensitivity to respond effectively to their needs.

You will find that much of this course is focused on your own beliefs, values, assumptions, affective reactions, and so on. Your assignments will have a strong component of personal reflection and self-assessment. The expectations for the discussion forums shift away from a predominantly conceptual dialogue, to focus on your own personal perspectives and attitudes. It is hoped that you will enjoy the learning process before you, although it is anticipated that it will not always be comfortable as you are encouraged to step outside your current experience and perspectives. I encourage you to talk with each other, talk to me and with your instructors, and really integrate this material into who you are and the counsellor you are becoming.

Overview

This course is designed to enable students to enhance their professional competencies in working with individuals or groups from non-dominant populations. The course will facilitate development of self-awareness, theoretical knowledge, and skill acquisition. The focus of the course is on concepts and principles of counselling psychology that enhance our understanding of and effectiveness in addressing particular issues related to age, ability, gender, sexual orientation, race and ethnicity, socioeconomic status, and so on. Professional practice considerations are addressed through exposure to course readings,

experiential learning, interactions with peers, and exposure to individuals with diverse cultural backgrounds. Students will be expected to examine their own attitudes, behaviours, perceptions, and biases.

ACADEMIC ACCOMODATIONS

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins OR if issues arise as we move through the course. <http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations> Documentation of the accommodation, ability, disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss/create accommodations and how to notify their instructors and/or professors. Your course instructor will keep all information in confidence.

CODE OF ETHICS

At the University of Lethbridge, in the Faculty of Education graduate counselling psychology programs, ALL students are required to adhere to professional standards. All students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

College of Alberta Psychologists Standards of Practice:

<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

CCPA Code of Ethics:

<http://www.ccpa-accp.ca/en/resources/codeofethics/>

ATA Code of Professional Conduct (if practicum is in an educational setting):

<http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

University of Lethbridge Faculty of Education Standards of Professional Conduct:

http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230

For more information please refer to the Standards of Professional Conduct for Counselling Psychology Students (pg.85/104 of the 2015-16 calendar):

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2015-16/sgs/sgs.pdf#nameddest=med>

STUDENT CONDUCT

All students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar.

<http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/sgs/part04.pdf>

CONFIDENTIALITY

In order to create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge M.Ed. Counselling courses, it is assumed that you will adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

ATTENDANCE

Detailed information outlining expectation can be found in the accompanying Assignments document but essentially there is a required, *mandatory attendance for each week of our class*. In exceptional circumstances where you will be absent, notify the instructor in advance and discuss how your weekly activities will be completed at a later date.

ASSIGNMENTS

Detailed information outlining expectation can be found in the accompanying Assignments document regarding each of these two points:

- **Professional Writing Expectations.** It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. This is an expectation within our Discussion Forums as well as for each assignment.
- **Late penalties** for work handed in after the due date for both the assignments as well as the scheduled weekly discussion forum expectations. There is a strict late policy. Late assignments will lose 3% per calendar day, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor) as soon as possible.

Course Assignments

The assessment structure for *CAAP 6607: Counselling Diverse Clients* is based on the following course activities, with the percentage weighting of each activity as indicated. Your final grade for the course will be a composite mark based on your performance in these course activities.

Course Activity	Weight
Discussion Forum Participation and Self Evaluation	30%
Professional Issues Activity	20%
Cultural Interview Paper	40%
Personal Competencies Activity	10%
Total	100%

Please note –Assignment descriptions and their accompanying extensive rubrics will be posted as a separate document in our Moodle site prior to the start of this course.

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

CAAP 6607 PIQUETTE 2016 Tentative Timeline

Date	Lesson	Focus
January 6	1	Introduction to Multicultural/Diversity Counselling
January 13	2	Concepts of Culture: Competencies & Counselling Process
January 20	3	Ethics and Diversity Counselling
January 27	4	Counselling Individuals with Spiritual and Religious Cultures
February 3	5	Counselling Girls and Women Professional Issues Activity due
February 10	6	Counselling Persons with Disabilities
February 17		Reading Week
February 24	7	Counselling Boys and Men Discussion Forum Participation and Self Evaluation Part I
March 9	8	Counselling People from Religious, Racial and Ethnic Minority Groups
March 16	9	Counselling First Nations People Cultural Interview Paper due
March 23	10	Counselling People from Diverse Sexual Orientations
March 30	11	Counselling Immigrants and Refugees Easter week
April 6	12	Counselling International Students
April 13	13	Continued Competency in Multicultural or Diversity Counselling
April 29		Discussion Forum Participation and Self Evaluation Part II
April 24		Personal Competencies Activity due