

**THE UNIVERSITY OF LETHBRIDGE**  
FACULTY OF EDUCATION  
*Master of Counselling*  
**CAAP 6607: Counselling Diverse Clients**  
Spring Semester: January – April 2013  
Noella Piquette, Ph.D

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## 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

Arthur, N., & Collins, S. (2010). *Culture-infused counselling: Celebrating the Canadian mosaic [2<sup>nd</sup> ed]*. Calgary, AB: Counselling Concepts.

A set of electronic readings are available for the course [links and pdf files] within each weekly lesson to be found in our Moodle section.

## 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. The course authors invited colleagues with expertise in counselling individuals and groups from particular non-dominant

populations to contribute a core reading and the study materials for the units that 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 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. The first five lessons address issues of multicultural counselling generally, providing a framework for counsellors to develop competency in working with a range of client populations. The next eight lessons highlight specific multicultural/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.

## **Tentative Overview of Topics**

Lesson 1: Introduction to Multicultural/Diversity Counselling

Lesson 2: Concepts of Culture

Lesson 3: Multicultural/Diversity Counselling Competencies & Counselling Process

Lesson 4: Ethics and Diversity Counselling

Lesson 5: Counselling Girls and Women

Lesson 6: Counselling Boys and Men

Lesson 7: Counselling Immigrants and Refugees

Lesson 8: Counselling First Nations People

Lesson 9: Counselling Lesbians

Lesson 10: Counselling People from Religious, Racial and Ethnic Minority Groups

Lesson 11: Counselling Gay Males

Lesson 12: Counselling International Students

Lesson 13: Continued Competency in Multicultural/Diversity Counselling

## Evaluation

To receive credit for CAAP 6607, students must submit all of the course assignments. The passing grade for the course is B-. The weighting of the assignments is as follows:

### Course Assignments

The assessment structure for CAAP 6607: Multicultural Counselling 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
Participation in Online Discussion Forums	20%
Assignment 1: Professional Issues Paper	20%
Assignment 2: Cultural Interview	40%
Assignment 3: Personal Competencies Paper or Applied Project	20%
<b>Total</b>	<b>100%</b>

### Grading Schedule for Graduate Classes

Numeric Value Letter 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 the M.Ed. 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