

UNIVERSITY OF LETHBRIDGE
Faculty of Education

ED5622 Counselling Psychology: Gender and Cultural Issues
Course Syllabus Summer Session I 2014
Room: TH 277
Mondays, Thursdays: 6pm-8.50pm

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Office hours: Mondays 3pm-6pm

Course Description

This course examines unique gender and cultural issues faced when working with diverse populations. Multicultural competence is enhanced by studying the historical, 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 one's own ethnicity, prejudices, and beliefs that 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.

Objectives

Upon successful completion of the course, students will develop knowledge and competencies in the following areas:

- variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle and family patterns
- issues and trends affecting diverse groups
- individual, family and group strategies with diverse populations
- legal and ethical issues

Course format

The course is offered during the Summer Session I 2014 (May 7 - June 23, 2014). Each session will consist of lectures, audiovisual presentations, and analyses of case scenarios. Students will have the opportunity to participate in a process of experiential learning through interactive teaching modalities, including class discussions and in-class small group exercises. Class discussions will be based on the synthesis of required readings and material presented in lectures. Throughout the course, students will be exposed to a range of perspectives on counselling individuals and groups with diverse cultural backgrounds. Students will be provided with the opportunities to examine their own attitudes, behaviours, perceptions, and biases.

Readings:

Textbook (recommended):

1. Jones Thomas, A., & Schwartzbaum, S.E. (2011). *Culture & Identity: Life Stories for Counselors and Therapists*. Los Angeles: Sage
 - Available in the bookstore and on reserve in the Library
2. Additional readings (journal articles, electronic books) can be accessed via UofL Library or will be posted on Moodle.

Additional bibliography

Critical and anti-oppressive scholarship

Csiernik, R. & Rowe, W.S. (2010). *Responding to the oppression of addiction: Canadian social work perspectives on addiction (2nd ed.)*. Toronto: Canadian Scholars Press.

Fook, J., & Gardner, F. (2012). *Critical reflection in context: Applications in health and social care*. London & New York: Routledge

Jimenez, F., & O'Reilly Herrera, S. (2009). *The matrix reader. Examining the dynamics of oppression and privilege*. Boston: McGraw Hill-Higher Education

Jun, H. (2010). *Social justice, multicultural counselling, and practice: Beyond a conventional approach*. Los Angeles: Sage

Mullaly, B. (2002). *Challenging oppression: A critical social work approach*. Oxford University Press

Age:

Kennedy, G. J., et al. (1999). The emerging problems of alcohol and substance use in later life. *Journal of social distress and the homeless*, 8,4, 227-239.

Clay, S.W. (2010). Treatment of addiction in the elderly. *Aging Health*, 6,2, 177-189.

Woodford (2012). *Men, addiction, & intimacy*: Chapter 8: Substance abuse counseling with older adult males (Ages 60 and above). (pp.146-161). E-Book (UoL Library)

Gender

Anderson, T. (2008). *Neither villain nor victim: Empowerment and agency among women substance abusers*. New Brunswick: Rutgers University Press.

Bly, R. (1992). *Iron John: a book about men*. New York: Vintage Books.

Carlson, B. E. (2006). Best practices in the treatment of substance-abusing women in the child welfare system. *Journal of Social Work Practice in the Addictions*, 6, 3, 97-115.

Center for Substance Abuse Treatment. *Substance abuse treatment: Addressing the specific needs of women*. Treatment Improvement Protocol (TIP) Series 51. HHS Publication No. (SMA) 09-4426. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2009.

Erickson et al. (2000). Crack and prostitution: gender, myths and experiences. *Journal of Drug Issues*, 30(4), 767-788.

Filmore, M.T. & Weafer, J. (2003). Alcohol impairment of behavior in men and women, *Addiction*, 99, 1237–1246.

Flavin, J. (2002). A glass half full? Harm reduction among pregnant women who use cocaine. *Journal of Drug Issues*, 32(3), 973-998.

Fowler, D. (2009). Screening for co-occurring intimate partner abuse and substance abuse: Challenges across service delivery systems. *Journal of Social Work Practice in the Addictions*, 9(3), 318-339.

Grant, J. (2007). Rural women's stories of recovery from addiction. *Addiction Research & Theory*, 15,5,521-541.

Johnson, M.P. (2011). Gender and types of IPV: A response to an anti-feminist literature. *Aggression and Violence Behavior*, 16, 289-296

Keen, S. (1992). *Fire in the belly: on being a man*. New York: Bantam Books

Mountain, I. (2013). *Cultural ecstasies: Drugs, gender and the social imaginary*. London & New York: Routledge

Pornari, C.D. et al., (2013). Systematically identifying implicit theories in male and female intimate partner violence perpetrators. *Aggression and Violent Behavior*, 18, 496-505.

Sanders, J.M. (2011). Coming of age: How adolescent boys construct masculinities via substance use, juvenile delinquency, and recreation. *Journal of Ethnicity in Substance Abuse*, 10, 48–70.

Soderstrom, K., Skarderud, F. (2013). The good, the bad and the invisible father: A phenomenological study of fatherhood in men with substance use disorder. *Fathering*, 11,1, 31-51.

Substance Abuse and Mental Health Services Administration (SAMHSA). (2003). Substance abuse treatment and domestic violence (Treatment Improvement Protocol [TIP] Series 25). Rockville, MD: Center for Substance Abuse Treatment (CSAT) (DHHS Publication No. SMA 03-3808.

de Visser, R. & McDonnell, E.J. (2012). 'That's OK. He's a guy': A mixed-methods study of gender double-standards for alcohol use. *Psychology & Health*, 27:5, 618-639.

Wilson, D.J. & Brune, J.A. (2013). Disability and passing: Blurring the lines of identity. (Ebook, UofL).

Woodford, M.S. (2012). *Men, addiction, & intimacy. Strengthening recovery by fostering the emotional development of boys and men.* New York & London: Routledge. E-book, UofL.

Zelvin, E. (1999). Applying relational theory to the treatment of women's addictions. *Affilia*, 14(1), 9-23.

Race/Ethnicity/Culture

Lee, J-A. (2005). "Situating "Race" and Racisms in Space, Time, and Theory: Critical Essays for Activists and Scholars" (eBook, UofLibrary)

Grekul & LaBoucane-Benson (2005). An Investigation into the Formation and Recruitment Processes of Aboriginal Gangs in Western Canada. Report: Public Safety Canada, in cooperation with Native Counselling Services of Alberta.

Kirmayer, L.J., & Valaskakis, G.G. (2009). Healing traditions: The mental health and aboriginal peoples in Canada. Vancouver: UBC Press

Immigrants & Refugees

Colic-Peisker, V. (2005) 'At least you're the right colour': identity and social inclusion of Bosnian refugees in Australia', *Journal of Ethnic and Migration Studies*, 31(4): 61538.

Ingleby, D. (ed.) (2005). *Forced Migration and Mental Health: Rethinking the Care of Refugees and Displaced Persons.* New York: Springer.

LGBTQI

Alderson, K. (2013). Counselling LGBTI clients. Los Angeles: Sage

Anderson, A. (2009). *Substance use disorders in lesbian, gay, bisexual, & transgender clients. Assessment and treatment.* New York: Columbia University Press.

Barbara, A. M., Chaim, G., & Doctor, F. (2004). *Asking the right questions 2. Talking with clients about sexual orientation and gender identity in mental health, counselling and addiction settings.* Toronto: Centre for Addiction and Mental Health.

Barbara, A.M. (2008). Substance abuse treatment with lesbian, gay and bisexual people. *Journal of Gay & Lesbian Social Services*, 14(4), 1-17.

Bieschke, K.J., Perez, R.M., DeBord, K.A. (2007). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients.* Washington, DC: American Psychological Association.

Boulden, W.T. (2008). Gay men living in a rural environment. *Journal of Gay & Lesbian Social Services*, 12(3-4), 63-75.

Lombardi, E. L., & van Servellen, G. (2000). Building culturally sensitive substance use prevention and treatment programs for transgendered populations. *Journal of Substance Abuse Treatment*, 19, 291-296.

Rogério M. Pinto, Rita M. Melendez & Anya Y. Spector (2008): Male-to-female transgender individuals building social support and capital from within a gender-focused network, *Journal of Gay & Lesbian Social Services*, 20(3), 203-220.

Substance Abuse and Mental Health Services Administration. (2001). *A provider's guide to substance abuse treatment for lesbian, gay, bisexual, and transgender individuals*. Rockville, MD: U.S. Department of Health and Human Services.

Xavier, J. M., Bobbin, M., Singer, B., & Budd, E. (2005). A needs assessment of transgendered people of color living in Washington DC. *International Journal of Transgenderism*, 8, 31-47.

Audiovisual Material

Race Is a Four-Letter Word:

http://encore.uleth.ca/iii/encore_leth/record/C_Rb2365194_Sracism%20Canada_P0,16_Orightr esult_X3?lang=eng&suite=leth&scope=1

“I’m Coming Out” (Gay men, online UofL)

“Fifty Shades of Gay” (TED talk, internet)

Assume Nothing (UofL, online digital video)

Student Evaluation will be based on the following:

| Assignment | Weight | Format | Due dates |
|---|---------------|------------------|-----------------------------|
| 1. Participation in in-class activities | 5% | Individual/Group | Weekly |
| 2. Critical reflection paper | 30% | Individual | May 29 th , 2014 |
| 3. Case presentation | 25% | Dyads | Sign-up sheet |
| 4. Final paper | 40% | Individual | June 23 rd 2014 |

Detailed description of the assignments:

1. Class attendance and participation in small group exercises (5%)

Class attendance and participation in in-class activities is crucial for having a meaningful learning experience in this course. Students are expected to complete readings from the textbooks and other assigned material *before* the corresponding lectures and participate in the class discussions and group activities. In-class individual or group activities will be built into each session so that students can demonstrate their familiarity with the reading assignments and make contributions to the overall learning experience. Details will be discussed in the class.

2. A critical reflection on a counselling situation/incident (30%) Due: May 29, 2014

You are expected to prepare a written reflection paper in which you will reflect on a specific clinical incident (experience), paying attention to the client and your social position (gender, class, ethnicity, culture, sexual orientation, age, disability, etc.). Following is a structure in three main steps for how to use the concept of intersectionality as a useful tool in writing your reflection paper (adapted from Fook & Gardner, 2012; Mattsson, 2014):

- a) Description: Identify a critical situation/incident or counselling experience with a client and describe it with as much details as possible (any practice experience that make you stop, think and react on what have happened). Write down your description.
- b) Deconstruction: Make a critical reflection on your description: start identifying power relations operating in the incident/clinical situation. Focus on gender, class, cultural background, sexuality, class, of those involved in the clinical situation (including yourself). Provide your understanding of what has happened.
- c) Reconstruction: provide the alternative understandings (insights) of the situation using intersectionality as a base for the reflection. Next, formulate alternative clinical response or practices that could be used to address the counselling situation.

Format: 2000 words maximum, not including references.

Grading rubric will be distributed during the first class meeting and will be available in our Moodle course site.

3. Case study presentation (25%) Due: Sign-up sheet

During the first class session, students will form dyads/pairs and select a class session during which they will present a case study (from Jones-Thomas & Schwartzbaum, 2011) related to that day's class topic. On the assigned date, the presenters will deliver 40 minute presentation followed by a 20 minute Q&A period. Students are encouraged to use the Toolbox Activity at the end of each chapter provided in the textbook. Specific instructions related to this assignment and grading rubric will be provided by the instructor during the first class.

5. Final Paper (40%) Due: June 23, 2014

In this assignment, you are asked to explore an aspect of diversity which is of interest to you. Your paper should be based on the review of available literature published in peer-reviewed journals or textbooks. This assignment entails writing a paper on a topic related to an issue(s) that counsellors face when working with clients with diverse background. You might write a paper and discuss how issues of mental health, substance abuse or addiction are addressed within the selected population e.g. (women, single mothers, LGBTI population, immigration or refugees, etc).

Format: The paper will be 12-14 pages in length (not including references), double spaced (12 point font, 1" margins). The paper will be written in accordance with the guidelines in the Publication Manual of the American Psychological Association (6th ed, 2010). Include a title page, proper citations of works used, appropriate headings, reference list, and appendices (if needed). A minimum of 15 references will be included. Specific instruction on writing this assignment and grading rubrics will be distributed during the first class meeting and will be available in our Moodle course site. Papers that substantially deviate from the suggested format will be returned to students without being graded.

Your paper should include:

- Title
- Abstract - a concise summary (overview) of your paper (max 250 words)
- Introduction
- A review of literature on presented topic
- Discussion: implications of the presented material for counselling practice
- References

Grading Breakdown:

The grading system for this course is consistent with that established in the Faculty of Education, approved by the Graduate Programs in Education, April 2013.

| 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 |

Late assignments will be deducted 5% on the first day and 2% for each subsequent day (including weekends) for the first week, after which the assignments will not be accepted. Students are encouraged to discuss any problems related to assignments with the instructor. Extensions will be granted only for compelling reasons if negotiated in advance.

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.

Duplication

No student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere. (This clause is not intended to prevent the integration of learning but, rather, to prevent duplication of credit for a body of work.)

Accommodations for Students with a Disability

Students who wish to arrange for modified assessments must have their special needs (disability) verified by the Accommodated Learning Centre, which will then issues a letter to the appropriate Dean(s) and instructor(s) indicated the University's support for appropriate requests for special learning opportunities. The student is responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date.

Copyright Statement

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes: answers to common copyright questions (see the FAQs), guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart), guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

Class Schedule and Readings

| Session/ date | Topic | Readings |
|----------------------------|--|--|
| 1/ May 8 th | <ul style="list-style-type: none"> • Introductions • Review of the course outline, readings and assignments • <i>Sign-up for student presentations</i> • Introduction to the concept of gender, race, ethnicity, age, ableism, socio-economic status | Per use: Power point presentation will be posted on Moodle |
| 2/ May 12 th | <ul style="list-style-type: none"> • The concept of intersectionality • The “Other” and ‘othering” • Oppression at the personal level | <p>Hulko, W. (2009). The time- and context-contingent nature of intersectionality and interlocking oppressions. <i>Affilia: Journal of Women and Social Work</i>, 24, 1, 44-55.</p> <p>Johnson et al. (2004). Othering and being othered in the context of health and social services. <i>Health Communication</i>, 16, 2, 253-271.</p> <p>Mullaly, B. (2002). Chapter 3: Oppression at the personal level.</p> |
| 3/ May 15 th | Counselling racial & ethnic groups | <p>Case studies:</p> <p>Jones-Thomas & Schwartzbaum (2011). Culture & Identity: Life Stories for Counsellors and Therapists. Section I: Race/Ethnicity.</p> <p>Wing Sue et al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. <i>American Psychologist</i>, 62, 4, 271-286.</p> <p>Gregory, K. (2013) The Im/possibility of race: Raising race in psychotherapy. <i>Psychotherapy and Politics International</i>, 11(2), 152–159.</p> |
| 4/ May 19 th | • Victoria Day - No class | |

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| <p>5/ May 22nd</p> | <p>Immigration & refugee policies in Canada Counselling immigrants & refugees</p> | <p>Case studies: Jones-Thomas & Schwartzbaum (2011). <i>Culture & Identity: Life Stories for Counsellors and Therapists</i>. Section 6: Immigration/Acculturation</p> <p>Ingleby, D. (2005). <i>Forced migration and mental health: Rethinking the care of refugees and displaced persons</i>. New York: Springer (online e-Book - UofL Library) Part I: 2. From Trauma to Survival and Adaptation Part II: 10: Beyond the personal pain: integrating social and political concerns on therapy with refugees</p> <p>Fozdar, F (2009). “‘The Golden Country’: Ex-Yugoslav and African Refugee Experiences of Settlement and ‘Depression’”. <i>Journal of Ethnic and Migration Studies</i>, 35, 8, 1335-1352.</p> |
| <p>6/ May 26th</p> | <p>Moodle session: Women and survival sex work</p> | <p>Shannon et al. (2008). Social and structural violence and power relations in mitigating HIV risk of drug-using women in survival sex work. <i>Social Science & Medicine</i>, 66, 911-921.</p> <p>Bourgois et al. (2004). The everyday violence of Hep C among young women who inject drugs in SF. <i>Human Organization</i>, 63(3), 253-264.</p> <p>Erickson et al. (2000). Crack and prostitution: gender, myths and experiences. <i>Journal of Drug Issues</i>, 30(4), 767-788.</p> |
| <p>7/ May 29th</p> | <p>Counselling women experiencing intimate-partner violence</p> <ul style="list-style-type: none"> • Reflection paper is due | <p>Wilkinson D.L. Hammerschlag, S.J. (2005). Situational determinants in IPV. <i>Aggression and Violent Behavior</i>, 10, 333-361.</p> |

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| | | <p>Azam Ali, P., & Naylor, P.B. (2013). Intimate partner violence: A narrative review of the biological and psychological explanations for its causation. <i>Aggression and Violent Behavior</i>, 18, 373-382.</p> <p>Walker, L.E.A. (2006). Battered Woman Syndrome: Empirical Findings. <i>Annals of N.Y. Academy of Sciences</i>, 1087:142-157.</p> <p>The Abused Woman: A Survivor Therapy Approach (UofL online audiovisual) Dr. Lenore Walker; http://Octiv.alexanderstreet.com.darius.uleth.ca/View/1778710</p> |
| 8/ June 2 nd | <p>Counselling Men I: Hegemonic Masculinities Mental health & depression Men experiencing intimate partner violence & abuse</p> <p><i>Guest Speaker</i></p> | <p>Drijber, B.C.& Reijnders & Manon (2013) Male Victims of Domestic Violence. <i>Journal of Family Violence</i>, 28:173-178</p> <p>Additional readings: TBD</p> |
| 9/ June 5 th | <p>Counselling Men II: Developmental perspective: Strengthening emotional intimacy in males</p> | <p>Woodford (2012). Men, Addiction & Intimacy. Chapter 1: Substance abuse counselling with boys and men: gender and development matters. (pp.1-18) Chapter 3: Strengthening recovery by fostering emotional intimacy in males (pp.39-60). Tony (Age 22): Developmental Case Study) (pp 101-109). E-Book UofL Library</p> |
| 10/ June 9 th | <p>Counselling populations experiencing collective trauma: First Nation Peoples <i>Guest Speaker</i></p> | <p>Kirmayer, L.J. & Valaskasis, G.G. (2009). Healing Traditions: the mental health of Aboriginal peoples in Canada. Part 1, 9, 11 Additional readings TBD</p> |
| 11/ June 12 th | <p>Social class, poverty & exclusion</p> | <p>Ballinger, L. & Wright, J. (2007). "Does class count?". Social class and counselling. <i>Counselling and Psychotherapy Research</i>, 7,3,157-163.</p> |

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| | | <p>Daniels, S. & Trier, M. (2013). Class and counselling. <i>Therapy Today</i>, 24, 3.</p> <p>Case Studies: Jones-Thomas & Schwartzbaum (2011). <i>Culture & Identity: Life Stories for Counsellors and Therapists</i>. Section 4: Social Class</p> |
| 12/ June 16th | <p>Counselling LGBTI - I</p> <p>Prevalence of substance abuse problems in LGBTI</p> | <p>Green, K.E., & Feinstein, B.A. (2012). Substance use in lesbian, gay, and bisexual populations: An update on empirical research and implications for treatment. <i>Psychology of Addictive Behaviors</i>, 26 (2), 265-278.</p> <p>Alderson, K (2013). <i>Counselling LGBTI Clients</i>. Los Angeles: Sage; Ch 6: Bisexual Girls and Women.</p> <p>Case study: Jones-Thomas & Schwartzbaum (2011). <i>Culture & Identity: Life Stories for Counsellors and Therapists</i>, Section 5: Sexual Orientation.</p> |
| 13/ June 19th | Counselling transgender individuals | <p>Alderson, K (2013). <i>Counselling LGBTI Clients</i>. Los Angeles: Sage; Chapter 9, 10.</p> <p>OR</p> <p>Budge S.L., et al. (2013). Transgender emotional and coping processes: Facilitative and avoidant coping throughout gender transitioning. <i>The Counselling Psychologist</i>, 41,4, 601-647.</p> <p>Recommended:</p> <p>Barbara, A. M., Chaim, G., & Doctor, F. (2004). <i>Asking the right questions 2. Talking with clients about sexual orientation and gender identity in mental health, counselling and addiction settings</i>. Toronto: Centre for Addiction and Mental Health</p> |
| 14/ June 23 rd | <p>Course wrap-up</p> <p>Final Paper is due</p> | Morgenstern & Novotna (2011) |

Final Paper Grading Rubric (40%)

Name:

Date:

| Elements of Evaluation | Mark | Comments |
|--|-------------|-----------------|
| Abstract (proper length, highly informative and easy to understand; it makes you read the paper!) | /5 | |
| Introduction (clearly written introductory part of the paper that leads the subject matter; it contains the statement what makes this topic important to examine and places the topic within its essential context) | /7 | |
| Review of literature (review comes from a variety of valid sources, logical flow to the topics; lit review organized by ideas rather than by authors) | /10 | |
| Discussion (both the significance and the implications of presented material for counselling and counselling practice are clearly stated) | /15 | |
| Format (organization and style, APA format, proper headings, citations, reference list) | /3 | |
| Total | /40 | |