

**THE UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF EDUCATION**  
*Master of Counselling*  
**EDUC 5622: COUNSELLING PSYCHOLOGY: GENDER AND CULTURE ISSUES**  
Summer Session I Semester: **May 7th – June 23<sup>rd</sup>, 2014**  
Noella Piquette, Ph.D.

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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, 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

*Course delivery for SSI 2014. Online facilitated instruction*

### **Course Materials**

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

*Weekly electronic readings will be found in our Moodle section.*

*NB: Pre reading materials will be forwarded to you by May 1<sup>st</sup>, 2014 . It is expected that you will have read these documents prior to our first class.*

### **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 seven lessons. The first lesson addresses issues of multicultural counselling generally, providing a framework for counsellors to develop competency in working with a range of client populations. The next five 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 read the course overview, the relevant materials, participate in the learning activities, and then respond to the thought-provoking questions that will be posted in the weekly discussion forum.](#) Once the questions have been posted, you may contribute your ideas. 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 [<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 accommodations and notification of their instructors and/or professors.

## 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 CAAP 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.

## Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction.

Please ensure that you uphold the highest intellectual honesty within all of your submitted assignments and each discussion forum posting. Refer to [APA 6<sup>th</sup> edition](#) for examples of how to cite sources if you are unclear as to when and how to quote sources.

## APA Format for Course Assignments

All written assignments must be completed according to the format described in the Publication Manual of the [American Psychological Association \(6th ed.\)](#) We strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. Up to 20% of the total mark for assignments may be deducted for errors in presentation, style, and grammar. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment.

## 2014 Tentative Timeline for 5622

Date	Lesson	Focus
May 7	1	Introduction to Multicultural/Diversity Counselling <ul style="list-style-type: none"> <li>• Concepts of Culture [prereading]</li> <li>• Competencies and Counselling Process</li> <li>• Ethics and Diversity</li> </ul>
May 14	2	Counselling Girls and Women
May 21	3	Counselling Boys and Men
May 31	4	Counselling Immigrants and Refugees
May 31		Professional Issues Paper or Cultural Interview due
June 4	5	Counselling People from Religious, Racial and Ethnic Minority Groups <ul style="list-style-type: none"> <li>• Counselling First Nations People</li> <li>•</li> </ul>
June 11	6	Counselling Individuals with Differing Sexual Orientations
June 18	7	Continued Competency in Multicultural or Diversity Counselling
June 25 <sup>th</sup>		Online Discussion Forum Self Evaluation due
June 30 <sup>th</sup>		Personal Competencies Paper due

### Course Assignments

The assessment structure for *EDUC 5622 Counselling Psychology: Gender and Cultural Issues* 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	30%

Professional Issues Paper or Cultural Interview	40%
Personal Competencies Paper	30%
<b>Total</b>	<b>100%</b>

**Assignment Submission:** All assignments must be **submitted electronically** to your instructor for marking at the times specified in the Course Schedule. Please use the Assignment Drop Box in Moodle to submit your papers.

- For each day that an assignment is **late, you may lose up to 5%** of the total mark for that assignment unless an extension has been granted in advance.
- Each assignment submission must have **all components merged** together as one document, with your name, the date, instructor name and assignment noted on title page.
- Each assignment submission must have your name and the course on the saved document. For example, *5622 Student Name Professional Issues Paper*.

### 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