

**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, 2015  
Monday, Wednesday, 16:30-19:20, TH 241**

**Instructor:** Phil Jones, MSW, RSW, MEd. R.Psych.  
Instructor  
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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 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 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 behaviour 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.

**COURSE TEXTBOOK:**

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

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

**CLASS SCHEDULE (Subject to change):**

<b>DATE</b>	<b>CLASS THEME</b>	<b>LEARNING ACTIVITIES</b>
May 6 Wednesday	Introduction to the course, review of course outline, organization of student activities for the course. Discussion of Chapter 1 of textbook.	Read Chapter 1. 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.
May 11 Monday	Oppression: an overview	Read Chapter 2. Participate in discussing the content of the chapter, as led by a class member; engage in the active learning processes and supplemental reading.
May 13 Wednesday	Oppression at the personal level.	Preparation through reading Chapter 3 and other provided material and participation in the discussions.
May 18	<b>No Class – Victoria Day</b>	
May 20 Wednesday	Oppression at the cultural level.	Preparation through reading Chapter 4 and the other provided material and participation in the discussions.
May 25 Monday	Oppression at the structural level.	Preparation through reading Chapter 5 and other provided material and participation in the discussions.
May 27 Wednesday	Internalized oppression and domination.	Preparation through reading Chapter 6 and the provided material and participation in the discussions.
June 1 Monday	The “Web”: the multiplicity, intersectionality and heterogeneity of oppression.	Preparation through reading Chapter 7 and the provided material and participation in the discussions.
June 3 Wednesday	Anti-oppressive practice at the personal and cultural levels	Preparation through reading Chapter 8 and the provided material and participation in the discussions.
June 8 Monday	Anti-oppressive practice at the structural level.	Preparation through reading Chapter 9 and the provided material and participation in the discussion.
June 10 Wednesday	Unpacking our backpacks of invisible privilege.	Preparation through reading Chapter 10, and the provided material, and participation in the discussion.

DATE	CLASS THEME	LEARNING ACTIVITIES
June 15 Monday	Application to practice.	Participate in the discussions and activities to more clearly understand how the knowledge in this course translates to practice.
June 17 Wednesday	Last Class.	Be prepared to discuss the learning you are taking from this course, and how you will apply it in practice.

## 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, you will feel an obligation to the development of your peers.
- 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 (20%). 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 behaviour 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) Intersectionality and Practice: (40%) Due: June 19, 2015, 9:00 p.m., posted in Moodle.**

The purpose of this assignment is for students to demonstrate understanding of intersectionality and to apply this understanding to practice: that is, how should understanding of intersectionality inform your practice? Key elements which need to be addressed are:

- Provide a clear discussion of intersectionality which demonstrates understanding of this phenomenon.
- Show a variety of ways in which this understanding 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.

**4) Responses to the Presentations on Intersectionality: (10%) Due: June 26, 2015, 9:00 p.m., posted as responses in Moodle.**

The purpose of this assignment is for students to provide detailed, descriptive, and non-evaluative feedback to five (5) peers on their presentations.

### 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

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day. See the University of Lethbridge 2014-2015 calendar for policies on plagiarism and cheating. These policies will be strictly adhered to.

**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.

## **COPYRIGHT STATEMENT:**

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- 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.

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