

**THE UNIVERSITY OF LETHBRIDGE**  
FACULTY OF EDUCATION  
*Master of Counselling*  
**EDUC 5622: COUNSELLING PSYCHOLOGY: GENDER AND CULTURE  
ISSUES**

Noella Piquette, Ph.D.  
Fall Semester: September 6<sup>th</sup> – December 6<sup>th</sup>, 2017

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<b>Contact with instructor</b>	I am available Monday 1 - 4; 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, particularly over weekends.

**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 RATIONALE:**

The focus of this 39 hour course is on the social bases of behaviour including age, ability, gender, sexual orientation, race and ethnicity, socio-economic status, and so. The concepts, theories and principles inherent in behaviour and diversity enhance our understanding and effectiveness in addressing particular issues related to counselling psychology. Theories of cultural identity development, acculturation and psychological impact of oppression; within group and between group differences; the role of cultural differences in psychosocial development based on multicultural and multiethnic diversity (e.g., racial/ethnic minorities, gender, age, disability, sexual orientation, religious groups)

will be examined critically. Students will be expected to critically examine their own attitudes, behaviours, perceptions, and biases when addressing cultural identity theories.

### **COURSE OBJECTIVES:**

Students are expected to critically analyze theories of cultural identity development, acculturation and psychological impact and role of cultural differences in psychosocial through (a) engagement in an intensive study of theoretical multicultural and diversity issues and (b) examination their own attitudes, behaviours, perceptions, and biases as these actions will be instrumental in meeting the following course objectives:

- Articulate the ethical value of identifying and adhering to multicultural counselling competencies, as articulated by various associations (e.g., CPA, CCPA).
- Articulate how a continued exploration of counselors'/students' culture, gender, values, privilege status, and assumptions, fosters a culturally competence.
- Define culturally related terms within the multiculturalism and diversity literature (e.g., cultural relativism, ethnocentrism, culture humbleness, ethnicity, race, discrimination, racism, oppression, gender identity, gender expression, and sexual orientation).
- Examine the systems (institutional, social, personal) that serve to create and maintain barriers that impede access, equity, and success for all, particularly for those from marginalized and nondominant groups.
- Analyze the psychosocial impact of a binary model of gender, power and privilege, and dominant culture values on clients and the counselling process.
- Describe theories of multicultural counselling and identity development (including sexual orientation).
- Describe the psychosocial issues and needs of refugees and immigrants, with a special emphasis on individuals and families.
- Develop social justice and advocacy strategies to confront oppressive social structures that impact access, equity, and human development.
- Record a variety of culturally diverse resources, from the community and media, in addition to the readings from the academic multicultural literature presented in the course.

In addition, by the end of this course, students will be able to:

- 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.
- Describe contextual and systemic values and biases and illustrate their impact on individuals and groups from non-dominant populations.
- Develop a conceptual framework for adapting personal counselling practice to reflect sensitivity to issues of equity and diversity.

### **COURSE ALIGNMENT WITH ACCREDITATION BODIES:**

Council on Accreditation of Counsellor Education Programs (CACEP) objectives:

Diversity – Understanding and respecting human diversity within the Canadian multi-cultural society including:

- a. variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychological ability, socioeconomic status, lifestyle and family patterns;
- b. issues and trends affecting diverse groups;
- c. individual, family and group strategies with diverse populations; and
- d. ethical and legal considerations.

**College of Alberta Psychologists [CAP] criteria for Social Bases of Behaviour:**

The course must address social influences on behaviour, affect, cognition and development. Course content must include at least one of the following substantive areas:

- a. Social cognition and perception (e.g., attribution theory and biases, information integration, confirmation bias, person perception, development of stereotypes, racism);
- b. Social interaction (e.g., interpersonal relationships, aggression, altruism, attraction);
- c. Group dynamics and organizational structures (e.g., school systems, gang behaviour, job satisfaction, family systems, group thinking, cultural behaviour, conformity, compliance, obedience, persuasion), social influences on individual functioning (e.g., job satisfaction, family systems, group thinking, cultural behaviour, conformity, compliance, obedience, persuasion);
- d. Environmental/ecological psychology (e.g., person-environment fit, crowding, pollution, noise); or

*Aligns with \*\*\*\*\* e. Theories of cultural identity development, acculturation and psychological impact of oppression; within group and between group differences; the role of cultural differences in psychosocial development based on multicultural and multiethnic diversity (e.g., racial/ethnic minorities, gender, age, disability, sexual orientation, religious groups).*

## **COURSE DESIGN:**

This course addresses social influences on behaviour, affect, cognition and development. Throughout the course, you will be exposed to a range of perspectives on these social bases of behaviour that potentially impacts multicultural, culturally infused and diversity counselling. To meet the above tasks in understanding theories of cultural identity, a variety of instructive methods are actively integrated into EDUC 5622 including the use of (a) cooperative learning; (b) interactive problem solving; (c) self-reflection; and (d) analysis of scholarly literature, educational resources, community resources, and multimedia material. 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 MATERIALS:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6<sup>th</sup> 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 [2<sup>nd</sup> 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) *Counselling the culturally different: Theory and practice* (3rd ed). 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.uleth.ca/lib/>  
<http://www.apastyle.org/>  
<https://owl.english.purdue.edu/owl/resource/560/18/>  
[http://library.nmu.edu/guides/userguides/style\\_apa.htm](http://library.nmu.edu/guides/userguides/style_apa.htm)

**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
<b>Psychosocial Constructs Paper</b> Due October 20, 2017	40%
<b>Social Influences on Cultural Identity Paper &amp; Presentation</b> Due November 25, 2017	40%
<b>Personal Competencies Analysis Activity</b> Due December 12, 2017	20%
<b>Total</b>	<b>100%</b>

**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

## ASSIGNMENT OVERVIEW AND RUBRICS

### ASSIGNMENT INFORMATION

**MANDATORY 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 10% 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.

**ASSIGNMENT EXPECTATIONS:** 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 6<sup>th</sup> 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 5% 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.

**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.
- Each assignment submission must have **all components merged** together as one document
- Your uploaded document must contain the course, student name and assignment noted on the subject [saved document title] name. Use this example:  
*5622, Last name, first name, assignment name*
- Each assignment submission must have all of the following identifying information on the title page. Use this example:  
*EDUC 5622*  
*Student name (last name, first name),*  
*Professor name*  
*Course number & assignment name (i.e., [Professional Issues Paper],*  
*date (month, day, year).*

**Note: Detailed assignment direction and rubrics can be found in our Moodle site.**

## **Assignment 1: Psychosocial Constructs Paper (40%)**

### **OPTION A: Professional Issues Paper**

The course content provides a general rationale for infusing a psychosocial or cultural identity model into counselling with all clients. Develop a rationale for including issues of diversity within a particular field or setting of professional practice. Your aim in the paper is to convince the reader to take a multicultural approach/diversity approach to professional practice, providing solid reasons for that position, including a social bases for the cultural identity of your client. You are expected to demonstrate critical thinking as well as integration of the course materials and additional sources. You are expected to be creative and to not simply repeat the arguments presented in the course without additional reflection and resources. Further information will be posted in Moodle.

### **OPTION B: Cultural Interview & Paper**

The content will be based on a data gathering interview held with an adult from a cultural background that is different from your own. The purpose of the paper is to facilitate your understanding of how the theory and processes related to multicultural experience and counselling might be applied in practice. However, this project is not a counselling interview or intervention. Your purpose in the interview is simply to gather information

about the individual's worldview, value systems, cultural experience and beliefs, experience of multicultural identity, and so on and compare it to one of the foundational theories of cultural identity. You are expected to summarize the interview while comparing, contrasting and reflecting upon the participant's experiences related to theory. Further information and a rubric will be posted in Moodle

### **Assignment 2: Social Influence on Cultural Identity (40%)**

This group paper and presentation will focus on the social influences of cultural identity that may contribute to biases or misunderstandings in Eurocentric societies. Students are to provide a paper grounded in empirical evidence and presentation that summarizes:

1. Articulation of the central multicultural theoretical constructs or processes that you see as relevant to the cultural group; overview of the current theories and research
2. Provide contextual background on this group; myths or misconceptions, marginalization, strengths, etc.
3. Unique considerations for this group
4. Elaboration on the empirical evidence as it now relates to professional practice considerations in working with a client from this particular background or culture, with particular attention to the application of the multicultural competencies/diversity and your worldview. Further information and a rubric will be posted in Moodle

### **Assignment 3: Personal Competencies Analysis (20%)**

The purpose of the final assignment is to crystalize the development of theoretical knowledge and personal learning into a concise appraisal of your current level of diversity counselling competency and your goals for continued competency. This assignment addresses both the broad psychosocial theories explored in the course and reflection on your sense of awareness and competency in relation to the particular cultural groups explored. All analysis activities should reflect integration and critical thought about concepts presented through the required readings and study process in the course. Further information and a rubric will be posted in Moodle

### **COURSE GROUND RULES – RESPECT AND OPENNESS:**

**It is expected that each student will:**

**Be here ☺, on time and for each class period.**

**Be courteous and allow speakers to complete one's thought(s) before speaking.**

**Be respectful of the opinions of others, even if there is a disagreement.**

**Be involved by participating in discussions and activities, but not dominating either.**

**Be respectful of the sensitive nature of comments and treat them as confidential statements that should not be shared outside of class.**

**Be an active participant/learner who is interested in increasing one's knowledge base and cultural awareness.**

**Be respectful and alert to the conversations, discussions, and activities – this means turning your electronic devices off and resisting the urge to sneak a peek at them other than during our designated break time.**

## **Foundational Procedures for EDUC 5622: PIQUETTE 2017**

**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. 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.

<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>

**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.

- Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so.
- The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course.
- There are no limitations on the length of time you are expected to continue

protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with.

- There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details, she may tell the class to feel free to share her story if it can be of benefit to others.
- If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no time are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. You are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: A child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others.
- Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: [www.cap.ab.ca](http://www.cap.ab.ca)

**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. 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.

**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](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

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

**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. When notifying your instructor, please identify the peer who you will be contacting to obtain class related materials and summaries prior to reviewing our weekly PowerPoints in Moodle.

**EDUC 5622 PIQUETTE 2017 TENTATIVE WEEKLY TIMELINE  
 UPDATED SEPTEMBER 4<sup>th</sup>, 2017**

**Note: 39 hours will be met by extending each of the classes by 15 – 20 minutes or attending an extra class period**

<b>Date</b>	<b>Lesson</b>	<b>Focus</b>
September 11	1	Theories of Social Bases of Behaviour: Diversity
September 18	2	Theories of Cultural Identity: Ethical Considerations
September 22	Extra class	Social Justice Symposium 12 – 4 pm @ Markin Hall
September 25	3	Spiritual and Religious Cultural Identity
October 4	4	Female Identity Development
October 9		<i>No class: Thanksgiving Monday</i>
October 16	5	Abilities and Disabilities Identity
October 20		<i>Psychosocial Constructs assignment due</i>
October 23	6	Identity Development of First Nations People
October 30	7	Male Identity Constructs
November 6	8	Diversity within Racial and Ethnic Minority Groups
November 15		<i>*Reading Week November 13 – 17<sup>th</sup></i>
November 20	9	Constructs and Continuums: Diverse Sexual Orientations
November 25		<i>Social Influences on Cultural Identity assignment due</i>
November 27	10	Identity Development of Minority Post-Secondary Students
December 4	11	Psychosocial Constructs of Immigrants and Refugees
<i>December 6 OR *Sept 22<sup>nd</sup> Social Justice</i>	12	Professional Competency with Identity Development  <i>*Note U of L Calendar Description of Last Class on Wednesday December 6<sup>th</sup></i>

Symposium		
December 12		<i>Personal Competencies Analysis due</i>