



Counsellor Education Program: Master of Counselling

CAAP 6607: OL

CAAP 6607: Counselling Diverse Clients

COURSE OUTLINE

Fall 2018: September 5 – December 4, 2018

Sandra Dixon, PhD

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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or webconference. **Please email the instructor in advance to set up a phone appointment.**

I am best contacted by email. **Please preface the Subject Line of all emails with CAAP 6607 Fall 2018.** I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. ***Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

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**Calendar 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 Overview**

*CAAP 6607: Counselling Diverse Clients* is designed to enable students to enhance their professional competencies in working with individuals or groups from non-dominant populations.

**Please note:** Guided by the College of Alberta Psychologists' Social Bases of Behaviour section 3.2.1., this course will cover relevant issues that relate to "*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).*"

College of Alberta Psychologists. (2013). *Criteria for evaluating academic credentials for registration as a psychologist in Alberta*. Retrieved from <http://www.cap.ab.ca/>

## **Course Objectives**

By the end of this course, students will achieve the following objectives:

- 1) Articulate the ethical value of identifying and meeting multicultural counselling competencies, as articulated by various associations (e.g., CPA, CCPA).
- 2) Demonstrate a critical awareness and understanding of the traditional models of cultural identity development, acculturation, existence and impact of personal values and biases, focusing on salient issues of cultural differences in psychosocial development based on multicultural and multiethnic diversity (e.g., racial/ethnic minorities, culture, gender, sexual orientation, disability, religion, social class, and the intersections of cultural identity).
- 3) Examine the cultural context and 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.
- 4) Develop a conceptual framework for adapting personal professional practice to reflect sensitivity to issues of equity and diversity.
- 5) Demonstrate an awareness of personal values, worldviews, and multiple intersecting identities and their relationships to privilege/oppression in Canadian multicultural society.
- 6) Demonstrate an awareness of the existence and impact of personal values and biases, focusing on issues of age, ability, gender, sexual orientation and identity, race, ethnicity, nationality, religion, spirituality, socioeconomic status, and other aspects of cultural identity.
- 7) Demonstrate an understanding of prejudice, oppression, discrimination, and stereotyping, such as racism, sexism, ageism, ableism, classism, and ethnocentrism and the impact of these factors in the counselling process.
- 8) Describe the psychosocial issues and needs of refugees and immigrants, with a special emphasis on individuals and families within the Canadian context.
- 9) Explore professional roles and responsibilities associated with social justice and advocacy strategies to confront oppressive social structures that impact access, equity, and human development.

## **Required Course Resources**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Arthur, N., & Collins, S. (2010). *Culture-infused counselling* (2nd ed.). Calgary, AB: Counselling Concepts.

## **Supplementary Resources**

Brown, J. (2017). *Counseling diversity in context*. Toronto, ON: University of Toronto Press.

EagleSpeaker, J. (2014). *UNeducation: A residential school graphic novel. Volume 1* (Uncut). Calgary, AB: The Connection.

Diller, J. V. (2015). *Cultural diversity: A primer for the human services* (5th ed.). Stamford, CT: Cengage Learning.

Hays, P. A. (2016). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (3<sup>rd</sup> ed.). Washington, DC: American Psychological Association.

Ibrahim, F. A., & Heuer, J. R. (2016). *Cultural and social justice counselling: Client-specific interventions*. New York, NY: Springer.

James, C. E. (2010). *Seeing ourselves: Exploring race, ethnicity and culture* (4th ed.). Toronto, ON: Thompson Educational Publication.

Sue, D.W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. New Jersey, US: John Wiley & Sons.

**\*\*Note:** [Additional readings, when required, will be provided and posted in Moodle to supplement your learning and reflection at the instructor's discretion.](#)

**Journal Resources:** Of particular importance to this course are the following journals: American Psychologist, Canadian Journal of Counselling and Psychotherapy, Counseling Psychology Quarterly, Journal of Counseling & Development, Journal of Counseling Psychology, The Counseling Psychologist

### **Recommended/Useful Resources:**

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help>;  
<http://www.uleth.ca/information-technology/resources/tips-tricks>; <http://www.uleth.ca/information-technology/services>
- ☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

## **Online Course Structure**

This 39-hour course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course.

### **Discussion Forum Expectations**

*Please be aware that there is no one right traditional way to create, implement, and facilitate DFs. This is similar to the fact that there is no one best theoretical framework and counselling approach that work for all clients. Therefore, each instructor has the flexibility to develop DFs in a creative and innovative way with the underlying goal to benefit and advance students' learning. That said, the DFs for this course are designed in a way that allow students to provide rigorous scholarly literature to support their views and perspectives as well as engage in deep and rich critical thinking. More so, less focus is given to the quantity of students' posts and more emphasis is placed on the quality of students' responses.*

Regular, active participation in the course is essential and counts toward your final grade. How much time should you expect to spend on this course? Though we don't have weekly lectures or class time, it is expected that during the online portion of the course that students spend **about 10 hours per week** working on activities such as discussion forums, video presentations, taking part in activities and exercises, and so forth. Based on each student's learning style, this estimated timeframe may take longer. Prior to completing the DFs, complete all textbook readings, review lesson plan materials and any additional course resources posted. In addition to the textbook, I will supplement the readings with additional information to maximize your learning opportunities, if and when necessary. You are also expected to complete all course assignments.

During each week, students will reply to thought-provoking questions and comments that are posted in the weekly discussion forums [DFs]. Students are responsible to check the DFs on a regular basis to ensure that ALL questions and comments posed to them are answered in a timely manner to keep the discussion going. Please respond to weekly core question(s) on Moodle in a timely manner to allow active engagement from your peers. Additionally, reply to peers' follow-up questions must be done within a timely manner to keep the interaction going. Please ensure that you reply to different peers' post to ensure that everyone's ideas are being validated. As well, students will contribute to the discussion by addressing comments to help cultivate a cohesive online community. The DF will be opened by **mid-night on Thursday**, unless otherwise noted

**Discussion forum participation is mandatory and must be completed as a precondition for student self-graded reflection assignment.**

As an instructor, my role will be to facilitate the online DFs in a safe and respectful environment. **I will be intentional in reading your comments, offering insights, and providing feedback when and where necessary.** Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as emerging counselling professionals in training.

**\*\*I will NOT be checking and/or responding to posts or emails on Sundays. Consider this your day for self-care and rest (if you so choose).**

### **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. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use Canadian spelling consistently.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: **FirstName\_Last Name\_course\_assign name\_date.doc (or .docx).**
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced, unless otherwise indicated in assignment's criteria.
- Include a reference page with proper APA formatting.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments **MUST** be handed in for you to get a final grade for the course.
- Late assignments will be **penalized 5% per day (incl. weekends)**, even if it is past the **6pm MST deadline** on the due day.

**Sample Assignments:** In order to help facilitate and guide your learning, sample work of assignments **may** be provided with student's permission. **Note that sample assignments are not mandatory for courses and are ONLY provided if and when available with students' permission.** If and when provided, sample assignments are to help you generate ideas to guide your work.

### **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that each student's correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student's inquiry is phrased in language such as "we were wondering", the "class was thinking", "our cohort was wondering", etc. If you are writing on behalf of another(s) it is imperative that you cc your email *separately to each individual* so she/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to be point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

## Evaluation

To receive credit for CAAP 6607, students must submit ALL of the course assignments. The student's final grade for the course will be based on the student's performance in the following outlined course activities.

| Course Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Wt  | Tentative Deadline                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------|
| <p><b>Assignment #1: Individual Work</b><br/> <b>DISCUSSION FORUM SELF-GRADED REFLECTION JOURNAL</b></p> <ul style="list-style-type: none"> <li>Active participation in the online discussion forums, as measured by breath, depth, quality, and reflection papers.</li> <li>Refer to DF and self-graded reflection journal assessment in assignment folder.</li> </ul>                                                                                                       | 15% | <b>DUE</b><br><b>October 12</b><br><b>@ 6PM MST</b>  |
| <p><b>Assignment #2 (A): Group Work</b><br/> <b>DISCUSSION FORUM (DF) FACILITATION &amp; PEER GROUP PRESENTATION</b></p> <ul style="list-style-type: none"> <li>To stimulate students to take responsibility for their learning and to become "experts on their topic" of interest.</li> <li>Refer to assessment in assignment folder.</li> </ul>                                                                                                                             | 35% | <b>DUE Week 4-10</b>                                 |
| <p><b>Assignment #2 (B): Group Work</b><br/> <b>PEER GROUP ASSESSMENT TOOL RUBRIC</b></p> <ul style="list-style-type: none"> <li>An assessment form is not required from the assessor only for the assessee.</li> <li>Refer to assessment in assignment folder</li> </ul>                                                                                                                                                                                                     | 5%  |                                                      |
| <p><b>Assignment #3: Individual Work</b><br/> <b>CULTURAL INTERVIEW</b></p> <ul style="list-style-type: none"> <li>Conduct an information interview with an adult from a non-dominant population whose cultural background is different from the student. Gather information about the individual's world view, value systems, cultural experience and beliefs, experience of multicultural identity. and soon.</li> <li>Refer to assessment in assignment folder.</li> </ul> | 30% | <b>DUE</b><br><b>November 23</b><br><b>@ 6PM MST</b> |
| <p><b>Assignment #4: Individual Work</b><br/> <b>PERSONAL CULTURAL COMPETENCIES REFLECTION</b></p> <ul style="list-style-type: none"> <li>To reflect on your own personal cultural competencies as a counsellor-in-training and how such knowledge will inform your future practice.</li> <li>Refer to assessment in assignment folder.</li> </ul>                                                                                                                            | 15% | <b>DUE</b><br><b>November 30</b><br><b>@ 6PM MST</b> |

## **Final Letter Grade**

The Faculty of Education at U of L has a standardized grading system for its graduate program.

| 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 MEd 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 |

## **Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)).

### **Standards of Professional Conduct**

Within the Faculty of Education graduate programs, 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 for the field*, as noted below.

*ATA Code of Professional Conduct:*

[http://www.teachers.ab.ca/About the ATA/ UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpoldingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

*Standards of Professional Conduct for Master of Education Students:*

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

*College of Alberta Psychologists Standards of Practice:*

<http://www.cpa.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

*Canadian Code of Ethics for Psychologists:*

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/C>

*Canadian Counselling and Psychotherapy Association Code of Ethics:*

<http://www.ccpa-accp.ca>

## **Academic Accommodations**

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. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

## **Academic Honesty**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

## **Confidentiality**

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 MEd Counselling CAAP courses, you are required to 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.

*What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses?* 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.

*Golden Rule:* If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. *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)

*What if I want to talk to someone outside the course about a personal comment a student/instructor made?* 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 times, 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. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

## Withdrawal from an Online Course

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

### Tentative WEEKLY COURSE SCHEDULE for 39 Hours: CAAP 6607

*Note: There may be a need to adjust the Course Outline & Syllabus.*

The essential elements described in this course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, for which students will be notified and provided that no student is disadvantaged by the change.

| TOPICS                                                                                                                                                                                                                                                                  | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Week 1: Welcome &amp; Introductions</li> <li>• Introduction to Culture-Infused Counselling</li> <li>• Rationale for Culture-Infused Counselling</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 1 &amp; 2</b></li> <li>• <b>DF post</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Week 2: Culture-Infused Counselling: A Framework for Multicultural Competence</li> <li>• Cultural Self- Awareness and Awareness of Client Cultural Identities</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 3 &amp; 4</b></li> <li>• <b>DF post</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Week 3: The Complexity of Identity: Appreciating Multiplicity and Intersectionality</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 10</b></li> <li>• <b>Virtual Assignment Corner (Web-conference)</b></li> <li>• <b>Thursday, September 13 @ 6:30-7:30</b></li> <li>• <b>DF</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Week 4: Culturally Sensitive Working Alliance</li> <li>• Social Justice and Culture-Infused Counselling</li> <li>• <b>Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 1</b></li> <li>• <b>3 pp</b></li> </ul> | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 5 &amp; 6</b></li> <li>• Crethar, H. C., Rivera, E.T., &amp; Nash. S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. <i>Journal of Counseling &amp; Development</i> 86(3), 269-278. Retrieved from <a href="http://Vnweb.hwwilsonweb.com">http://Vnweb.hwwilsonweb.com</a></li> <li>• The Feminist Therapy Institute. (1999). <i>Feminist therapy code of ethics</i>. San Francisco: Author.</li> <li>• <b>Watch: Hoath, L., &amp; Mohveddin, S. (2017, June 12). 'Symbol for civil disobedience': How a Saudi woman landed in jail for a daring to drive [Audio podcast]: Retrieved from <a href="http://www.cbc.ca/player/play/966231107620">http://www.cbc.ca/player/play/966231107620</a></b></li> <li>• <b>Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 1</b></li> <li>• <b>DF post</b></li> <li>• <b>3 pp</b></li> </ul> |

| TOPICS                                                                                                                                                                                                                                                                                                                        | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Week 5: Engaging in Culturally Competent Research</li> <li>• Engaging the Elder Within: Bridging and Honouring the Cultural Spaces in Counselling with First Nations</li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 2</li> <li>• <b>3 pp</b></li> </ul> | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 9 &amp; 11</b></li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 2</li> <li>• <b>3 pp</b></li> </ul>                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Week 6: Facilitating the Journey Between Cultures: Counselling Immigrants and Refugees</li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 3</li> <li>• <b>2 pp</b></li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 12</b></li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 3</li> <li>• <b>2 pp</b></li> </ul>                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Week 7: Intersections of Identity: Hybridity, Situational Ethnicity, and In-Between Spaces</li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 4</li> <li>• <b>2 pp</b></li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 13</b></li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 4</li> <li>• <b>2 pp</b></li> </ul>                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Week 8: Creating Connections: Best Practices in Counselling Girls and Women</li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 5</li> <li>• <b>2 pp</b></li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 14</b></li> <li>• Watch: Ngozi, C. (2013, April). <i>We should all be feminists</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=hg3umXU_qWc">https://www.youtube.com/watch?v=hg3umXU_qWc</a></li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 5</li> <li>• <b>2 pp</b></li> </ul> |
| <ul style="list-style-type: none"> <li>• Week 9: Ethics, Diversity, and Respect in Multicultural Counselling</li> <li>• Assessment from a Contextual Perspective</li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 6</li> <li>• <b>3 pp</b></li> </ul>                                              | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 7 &amp; 8</b></li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 6</li> <li>• <b>3 pp</b></li> </ul>                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Week 10: Affirming Women Who Love Women: Principles for Counselling Lesbians</li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 7</li> <li>• <b>2 pp</b></li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 15</b></li> <li>• Discussion Forum (DF) Facilitation &amp; Peer Group Presentation 7</li> <li>• <b>2 pp</b></li> <li>• Virtual Assignment Corner (Web-conference)</li> <li>• Tuesday, November 6 @ 6:30-7:30pm</li> </ul>                                                                                                              |
| <ul style="list-style-type: none"> <li>• <b>Week 11: Reading Week</b></li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>Complete upcoming readings</b></li> <li>• <b>Work on upcoming assignments</b></li> <li>• <b>No DF</b></li> </ul>                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Week 12: From Madness to Mainstream: Counselling Gay Men Today</li> </ul>                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 16</b></li> <li>• <b>DF Posts</b></li> </ul>                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Week 13: Learners in Cross-Cultural Transition: Counselling International Students</li> <li>• Future Directions in Culture-Infused Counselling</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins, <b>Chapter 17 &amp; 18</b></li> <li>• Virtual discussion replacing the DF (Web-conference)</li> <li>• Two choices for dates and time to be determined.</li> </ul>                                                                                                                                                                                 |