

(DRAFT)

**MASTER OF EDUCATION
(COUNSELLING PSYCHOLOGY)
EDUC 5622**

(Equivalent: CAAP 6607)

University of
Lethbridge



Faculty of
Education

Counselling Psychology: Social Bases of Behaviour–Diversity and Culture

Authored and Delivered by Alyson Worrall, Ph.D.(Educ), R.Psych.

Spring Term, 2020 (January 6 to April 4, 2020)

First Class: January 8 Last Class: April 1

Contact Hours/Week: 3-0-0. Credit Hours: 3.00

INSTRUCTOR: Alyson Worrall, Ph.D.(Educ), R.Psych.

CONTACT INFORMATION:

Email: alyson.worrall@uleth.ca (My response time may be up to two [2]days. If you have not received a reply after 2 days, please resend your email or contact me by phone as I might not have received the original email.)

Office: TH164 (Office hours by appointment.)

Office Phone: 403-339-5190 (Personal cell phone number will be provided during the first class. This will be the best way to reach me when I am out of the office.)

Administrative Support: Margaret Beintema

Phone: 403-329-2732.

Office: TH323.

Email: margaret.beintema@uleth.ca

Note: *There may be changes to this course outline as allowed by Section 1.2.10 of the Assessment of Student Learning Policy and Procedures: Graduate Students (p. 2).*

The essential elements of the course as specified in the course outline shall 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, provided that no student is disadvantaged by the change.

CALENDAR 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 course is on diversity relative to age, ability, gender, sexual orientation, race and ethnicity, and socioeconomic status. The concepts, theories, and principles inherent in behaviour and diversity enhance our understanding of, and effectiveness in, addressing particular issues related to counselling psychology. Students will participate in a critical examination of the theories of cultural identity development, acculturation, and psychological impact of oppression; within group and between group differences; and the role of cultural differences in psychological development based on multicultural and multiethnic diversity (e.g., racial/ethnic minorities, gender, age, disability, sexual orientation, religious groups). 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;
- ❖ Articulate how a continued exploration of counsellors'/students' culture, gender, values, privilege status, and assumptions fosters cultural 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);

- ❖ Recognize the systems—institutional, social, and personal—that serve to create and maintain barriers that impede access, equity, and success for all, particularly members of marginalized and nondominant groups;
- ❖ Analyze the psychosocial impacts of a binary model of gender, of power and privilege, and of dominant culture values on clients and the counselling process;
- ❖ 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 affect access, equity, and human development;
- ❖ Create a variety of culturally diverse resources from the community and media in addition to the material contained in multicultural literature considered in this course;
- ❖ Demonstrate and awareness of the existence and effect of the student’s personal values and biases with a focus on issues of race, culture, gender, sexual orientation, disability, and other areas of diversity;
- ❖ Describe contextual and systemic values and biases and illustrate how these affect individuals and groups from nondominant populations; and
- ❖ Develop a conceptual framework for adapting personal counselling practice to reflect sensitivity to issues of equity and diversity.

COURSE DESIGN

This course addresses social influences on behaviour, affect, cognition and development. To understand 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.

RESOURCES

Required:

Arthur, N. (Ed.), (2018). *Counselling in cultural contexts: Identities and social justice*. Cham, Switzerland: Springer.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Canadian Psychological Association (2017). *Canadian code of ethics for psychologists* (4th ed.). Ottawa, ON: Author.

(This is available by download from https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)

Canadian Counselling and Psychotherapy Association (2007). *Code of ethics*. Ottawa, ON: Author.

(This is available by download from https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf)

Supplementary:

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

Leach, M., & Aten, J. (2012). *Culture and the therapeutic process: A guide for mental health professionals*. New York, NY: Routledge.

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

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York, NY: Wiley.

COURSE ASSIGNMENTS¹

Detailed rubrics for each assignment will be posted in Moodle prior to the first class. All written assignments must be submitted through Moodle no later than 11:59 p.m. on the due date.

1. Psychosocial Constructs Paper

Weight: 40%

Due Date: Feb. 10, 2020

Students may choose to complete **either option A or option B**. Only one paper is required.

Option A: Professional Issues Paper

In this paper, develop a rationale for including issues of diversity within a particular field or setting of professional practice. By providing solid reasons, including the social bases for the cultural identity of the client, your aim in this paper is to convince the reader of the necessity of taking a multicultural approach/diversity approach to professional practice with a client. You are expected to demonstrate critical thinking and integration of materials using the resources of this course, and any additional resources you locate, rather than merely repeating the arguments presented in the course.

OR

Option B: Cultural Interview and Paper

The purpose of conducting a data-gathering interview with an adult from a cultural background that is different from your own, and whose permission has been given in writing to be interviewed for this assignment (see appendix A for the consent form to be used), is to facilitate your understanding of how the theory and processes related to multicultural experience and counselling might be applied in practice. This interview is not a counselling interview or intervention to address issues your interviewee may have. Your goal is to gather information about the individual's worldview, value systems, cultural experience and beliefs, experiences of multicultural identity, and so on. You will use this information to compare it to one of the foundational theories of cultural identity. Your paper should include a summary of the interview along with a comparison/contrast and reflection on your interviewee's experiences related to the theory. A verbatim transcript of the interview and the signed consent of your interviewee should be included with your paper.

¹ The instructor reserves the right to slightly modify the course assignments to provide more clarification/simplify the assignment directions (i.e., change, delete, add details). Students will be notified in advance of such changes.

2. Social Influence on Cultural Identity (Group Paper & Presentation)

Weight: 40%
Paper Due Date: March 16, 2020
**Presentation Dates: See Tentative
Course
Schedule**

The focus in this group paper will be 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 that summarizes:

- a) an articulation of the central multicultural theoretical constructs or processes that you see as relevant to the cultural group with an overview of the current theories and research;
- b) a contextual background on this group such as myths or misconceptions, marginalization, strengths, and so on;
- c) unique considerations for this group; and
- d) an elaboration of the empirical evidence as it now relates to professional practice considerations in working with a client from this particular background, or group, paying particular attention to the application of your multicultural competencies/diversity and your worldview.

The group presentation (30-45 minutes) to the class will provide an opportunity to educate your peers on the counselling considerations for the cultural group on which your group focused and to engage your peers in critical thinking about your topic.

3. Personal Competencies Analysis

Weight: 20%
Due Date: April 6, 2020

The purpose of this 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 your reflection on your sense of awareness and competence in relation to the particular cultural groups explored. Your analysis should reflect integration and critical thought about the concepts presented throughout this course and in the course materials.

LATE POLICY

There is a strict late policy. Assignments not submitted by the stated deadline will lose 5% of the raw score total per calendar day, or part thereof, 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).

WRITING EXPECTATIONS

As counsellors, writing clearly is both an expectation and a requirement of the profession. Your written assignments should demonstrate appropriate standards of written communication to meet the expectations of a graduate level program, including adherence to the *Publication Manual of the American Psychological Association* (6th ed.). Grammatical errors, lack of clarity, poor structure, or poor organization are not acceptable. An assessment of the quality of your writing will be a portion of the grade for each written assignment.

Useful websites for APA style information:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

<https://apastyle.apa.org/>

GRADE ASSIGNMENT

All components within U of L Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade. Calculation of the final grade for this course will be from the marks obtained on each course assignment and by taking into consideration the percentage weighting assigned to each assignment. A letter grade will be given to the percentage as indicated below:

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

STUDENT CONDUCT AND ACADEMIC HONESTY

In your ongoing journey to become a master's level counsellor, you are held to a high standard of conduct. As a graduate student at the University of Lethbridge, you 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).

In addition, as a student in the Faculty of Education, you are required to adhere to the conduct expectations as set out in the *Standards of Professional Conduct - MEd (Counselling Psychology) and Master of Counselling Students*.

<https://www.uleth.ca/education/programs-degrees/graduate-programs/current-grad-students/professional-conduct>

You are also expected to adhere to the following codes of ethics and standards of practice.

Canadian code of ethics for psychologists (4th ed.).

https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

College of Alberta Psychologists Standards of Practice

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

Canadian Counselling and Psychotherapy Association Code of Ethics

https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

What happens if you are caught cheating? Plagiarizing? The consequences for this can be quite severe. Please be sure that you have familiarized yourself with the university's discipline policy referenced in the first paragraph of this section.

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

ATTENDANCE

Attendance for each week of class is mandatory. In exceptional circumstances where you will be absent, notify the instructor in advance. If, as a result of circumstances that are unpredictable and/or out of your control, you are absent for your in-class presentation for Assignment 2 documentation must be provided by a relevant professional (e.g., doctor). In this case, a supplementary assignment may be completed to make up for this portion of your grade. Any undocumented or unreasonable absence from your presentation will result in a grade of 0 for the presentation portion of Assignment 2.

PRIVACY AND CONFIDENTIALITY

- Please only share personal information that you feel comfortable sharing with your classmates and instructor, knowing that there are no guarantees of privacy or assurances of how the information will be received or used by others.
- The personal information your classmates and your instructor Alyson, and her guests, disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise.
- If you decide to share personal information about others, then—unless you have the person’s specific permission—please do not mention any identifying information about the person’s story (e.g., no "real" names, no agency). Keep the disclosure broad rather than specific.
- If you are aware of any situations where individuals are not honouring the expectation of privacy/confidentiality, 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 Alyson as soon as possible.
- Recording, either video or audio, lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, face-to-face meetings, and so on, there is no guarantee of confidentiality.
- As a registered psychologist who adheres to my own moral code, the *Canadian Code of Ethics for Psychologists*, and the *College of Alberta Psychologists Standards of Practice*, I am obligated to get help for those whom I learn are in harm’s way, including animals. This may mean that I need to disclose where, from whom, and how I learned about the person/animal in harm’s way.

ACADEMIC ACCOMMODATIONS

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre, as necessary, for guidance and assistance. (<http://www.uleth.ca/ross/accommodated-learning-centre/>)

TENTATIVE COURSE SCHEDULE²

DATE	LESSON	TOPICS
January 8, 2020	1	Introduction to Multicultural/Diversity Counselling
January 15, 2020	2	Concepts of Culture: Competencies and Counselling Process
January 22, 2020	3	Ethics and Diversity Counselling
January 29, 2020	4	Counselling Girls and Women; Counselling Boys and Men
February 5, 2020	5	Counselling Individuals with Spiritual and Religious Cultures
February 10, 2020		Assignment 1 (Option A or B) is due.
February 12, 2020	6	Counselling Persons with Disabilities
February 26, 2020	7	Counselling First Nations People
March 4, 2020	8	Counselling People from Racial and Ethnic Minority Groups
March 11, 2020	9*	Counselling Immigrants and Refugees
March 16, 2020		Assignment 2 (Group paper) is due.
March 18, 2020	10*	Counselling People from Diverse Sexual Orientations
March 25, 2020	11*	Counselling International Students
April 1, 2020	12	Professional Competency with Identity Development
April 6, 2020		Assignment 3 is due.

* Group presentations will take place on these dates.

² The instructor reserves the right to slightly modify the course schedule based on the needs of the students and the objectives of the course. Students will be notified in advance of such changes.

APPENDIX A

(A separate copy of this document will be posted in Moodle to facilitate downloading.)

Consent Form for Participation in A Cultural Interview

As a learning assignment in the University of Lethbridge, Master of Education-Counselling Psychology course, *EDUC 5622: Counselling Psychology: Social Bases of Behaviour-Diversity and Culture*, a student may conduct an interview with an adult regarding her or his experience of cultural diversity. Information from the interview will be used as the basis of a written case summary and for class discussion purposes only. If there are any additional questions please contact the course instructor, Dr. Alyson Worrall at 403.339.5190 or alyson.worrall@uleth.ca.

To participate in the interview, please read and note your agreement to the following terms:

- I understand that the time requirement for the interview is approximately 15 to 30 minutes.
- I give my permission for written notes to be made during the interview.
- I give my permission for the use of an audio recording device during the interview.
- I understand that I am free to terminate the interview at any time and any notes or audio recording made to that point will be destroyed and not used.
- I understand that all information will be treated in an anonymous fashion. My name or any other identifying information will not be used in either the written summary or in class discussion.
- I understand that the results of the interview may be used for discussion purposes in a class with other students [anonymous name/agency will be used to protect my identity].
- I understand that only the instructor will see the written summary of the interview [anonymous name/agency will be used to protect my identity].
- I understand that the content of this interview may be used in the interviewer's Master's exit project with an anonymous name/agency used to protect my identity.
- I understand that all interview notes and/or tapes will be destroyed on or before April 30, 2020.
- I understand that I can withdraw my consent for participation at any time, up to February 9, 2020, with no repercussions and all of my data will be destroyed and not be used.

By signing this form, I acknowledge that I have had the opportunity to ask questions about my participation, and have received satisfactory answers, and that I am providing written consent to participate in the cultural interview and consent to the terms listed above.

Participant's Signature

Date

Student's Signature

Date