



**Master of Education (Counselling Psychology)**  
**EDUC 5622**  
**Counselling Psychology: Gender and Culture**  
**COURSE OUTLINE**  
**Spring 2021**  
**Wednesdays: January 13 – April 7, 2021**  
**12:00 p.m. to 2:45 p.m.**  
**Sandra Dixon, PhD, R.Psych**

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**Territorial acknowledgement:** *Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

I am best contacted by email. **Please preface the Subject Line of all emails with EDUC 5622 Spring 2021.** 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 during weekdays, except for weekends and long weekends. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

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

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**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 Overview**

The focus of this course is on diversity issues relative to such cultural dimensions as race, gender, sexual orientation, spirituality, religiosity, ethnicity, and socioeconomic status, etc. 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 critically examine various 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).”

In this course, a safe space will be created for students to explore their own attitudes, behaviours, perceptions, and biases when addressing cultural identity theories as they enhance their professional competencies in working with individuals and groups from non-dominant populations.

## **Course Objectives**

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

1. Articulate the ethical value of identifying and adhering to multicultural counselling competencies by exploring how one’s culture, gender, values, privilege status, and assumptions foster cultural competence.
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 (i.e., institutional, social, personal, political, etc.) 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 the Canadian multicultural context.
6. Establish 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 (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

Instead of textbooks, the following readings will be provided and posted on Moodle to support students’ learning, reflection, and reflexivity at the instructor’s discretion.

## **Reading Resources**

Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy (Chicago, Ill.)*, 55(1), 73–79. <https://doi.org/10.1037/pst0000152>

Alderson, K. G. (2004). A different kind of outing: Training counsellors to work with sexual minority clients. *Canadian Journal of Counselling and Psychotherapy*, 38(3), 193-210. <https://cjc-rcc.ucalgary.ca/article/view/58739>

- Almeida, R., Hernández-Wolfe, P., & Tubbs, C. (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices. *International Journal of Narrative Therapy & Community Work* (3), 43–56.
- Kassan, A., & Sinacore, A. L. (2016). Multicultural counselling competencies with female adolescents: A Qualitative investigation of client experiences. *Canadian Journal of Counselling and Psychotherapy*, 50(4).
- Arthur, N., & Collins, S. (2010). Clemmont E. Vontress and multicultural counselling in Canada. In R. Moodley & R. Walcott (Eds.), *Culture and counseling: A personal perspective* (pp. 146-161). University of Toronto Press.
- Arthur, N. (Ed.). (2019). *Counseling in cultural context – Identity and social justice*. Springer Science+Business Media Publishing.
- Arthur, N. (2019). Intersectionality and international student identities in transition. In N. Arthur (Ed.), *Counseling in cultural context – Identity and social justice* (pp. 271-292). Springer Science+Business Media Publishing.
- Arthur, N., & Collins, S. (2010). *Culture-infused counselling* (2<sup>nd</sup> ed.). Counselling Concepts.
- Bethan, E., Devon, A. M., Vikki, A. R., & Harlene, D. A. (2012). Not on our backs: supporting counsellors in navigating the ethics of multiple relationships within queer, two spirit, and/or trans communities. *Canadian Journal of Counselling and Psychotherapy*, 47(1), 14-28.
- Brown, J. (2017). *Counseling diversity in context*. University of Toronto Press.
- Chew, J. (2019). Fragmented faith and the discovery of God: A feminist perspective. In N. Arthur (Ed.), *Counseling in cultural context – Identity and social justice* (pp. 93-115). Springer Science+Business Media Publishing.
- Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J., Fraser, L., Green, J., Knudson, G., Meyer, W. J., Monstrey, S., Adler, R. K., Brown, G. R., Devor, A. H., Ehrbar, R., Ettner, R., Eyler, E., Garofalo, R., Karasic, D. H., . . . Zucker, K. (2012). Standards of care for the health of transsexual, transgender, and gender-nonconforming people, version 7. *International Journal of Transgenderism*, 13(4), 165–232. <https://doi.org/10.1080/15532739.2011.700873>
- Diller, J. V. (2015). *Cultural diversity: A primer for the human services* (5<sup>th</sup> ed.). Cengage Learning.
- Dixon, S. (2019). The relevance of spirituality to cultural identity reconstruction for African-Caribbean immigrant women. In N. Arthur (Ed.), *Counseling in cultural context – Identity and social justice* (pp. 249-270). Springer Science+Business Media Publishing
- Dixon, S., & Arthur, N. (2019). Recognizing faith: A perspective on Black Caribbean immigrant women. *Canadian Journal of Counselling and Psychotherapy/ Revue canadienne de counseling et de psychothérapie*, 53(2), 169-197.
- Djuraskovic, I. (2019). Intersections of gender and refugee experience: Through Azra's eyes. In N. Arthur (Ed.), *Counseling in cultural context – Identity and social justice* (pp. 203-226). Springer Science+Business Media Publishing.
- EagleSpeaker, J. (2014). *UNeducation: A residential school graphic novel. Volume 1* (Uncut). The Connection.
- Este, D., Lorenzetti, L., & Sato, C. (Eds.). (2018). *Racism and anti-racism in Canada*. Fernwood Publishing.
- Feller, K. D. (2019). Therapy as ceremony: Decolonizing and Indigenizing our practice. In N. a. Arthur (Ed.), *Counseling in cultural context – Identity and social justice* (pp. 181-201). Springer Science+Business Media Publishing.
- France, M. H., Rodriguez, M. D. C., & Hett, G. G. (Eds.). (2013). *Diversity, culture and counselling: A Canadian perspective* (2<sup>nd</sup> ed.). Brush Education.
- Greene, B. (2010). Intersectionality and the complexity of identities: How the personal shapes the professional psychotherapist. *Women & Therapy*, 33(3-4), 452-471. <http://dx.doi.org/10.1080/02703141003757547>
- Hays, P. A. (2016). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (3<sup>rd</sup> ed.). American Psychological Association.

- Heck, N. C., Flentje, A., & Cochran, B. N. (2012). Intake interviewing with lesbian, gay, bisexual, and transgender clients: Starting from a place of affirmation. *Journal of Contemporary Psychotherapy*, 43(1), 23-32.
- Hier, S. P., & Bolaria, B. S. (Eds.). (2006). *Identity and belonging: Rethinking race and ethnicity in Canadian society*. Canadian Scholars' Press.
- Ibrahim, F. A., & Heuer, J. R. (2016). *Cultural and social justice counselling: Client-specific interventions*. Springer.
- James, C. E. (2006). Race, ethnicity, and cultural identity. In S. P. Hier & B. S. Bolaria (Eds.), *Identity and belonging: Rethinking race and ethnicity in Canadian society* (pp. 43-55). Canadian Scholars' Press.
- James, C. E. (2010). *Seeing ourselves: Exploring race, ethnicity and culture* (4<sup>th</sup> ed.). Thompson Educational Publication.
- Kassan, A., & Sinacore, A. L. (2016). Multicultural counselling competencies with female adolescents: A qualitative investigation of client experiences. *Canadian Journal of Counselling and Psychotherapy*, 50(4), 402-420.
- Kurytnik, L. (2013). Diversity, culture and counselling: A Canadian perspective. In M. H. France, M. D. C. Rodriguez, & G. G. Hett (Eds.), *Diversity, culture and counselling: A Canadian perspective* (2<sup>nd</sup> ed., pp. 157-170). Brush Education.
- Li, Y., France, M. H., & Rodriguez, M. D. C. (2013). Acculturation and adaptation: Providing counselling for immigrants and refugees. In M. H. France, M. D. C. Rodriguez, & G. G. Hett (Eds.), *Diversity, culture and counselling: A Canadian perspective* (2<sup>nd</sup> ed., pp. 139-156). Brush Education.
- McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In *Understanding prejudice and discrimination* (pp. 191-196). McGraw-Hill.
- Moodley, R. (2007). (Re)placing multiculturalism in counselling and psychotherapy. *British Journal of Guidance & Counselling*, 35(1), 1-22. <https://doi.org/10.1080/03069880601106740>
- Oudshoorn, A., Benbow, S., & Meyer, M. (2020). Resettlement of Syrian Refugees in Canada. *Journal of International Migration & Integration*, (21), 893–908. <https://doi.org/10.1007/s12134-019-00695-8>
- Pettifor, J. L. (2001). Are professional codes of ethics relevant for multicultural counselling? *Canadian Journal of Counselling and Psychotherapy*, 35(1), 26-35.
- Robinson-wood, T. L. (2010). Privileging multiple converging identities in counselling and Clemmont E. Vontress. In R. Moodley & R. Walcott (Eds.), *Culture and counseling: A personal perspective* (pp. 233-247). University of Toronto Press.
- Robinson-Wood, T. L. (2013). *The convergence of race, ethnicity, and gender: Multiple identities in counseling* (4<sup>th</sup> ed.). Pearson Education, Inc.
- Saleem, F., & Martin, S, L. (2018). "Seeking help is difficult:" Considerations for providing mental health services to Muslim women clients. *Canadian Journal of Counselling and Psychotherapy*, 52(2), 159-179.
- Shariff, A. (2009). Ethnic identity and parenting stress in South Asian families: Implications for culturally sensitive counselling. *Canadian Journal of Counselling and Psychotherapy*, 43(1), 35-46.
- Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, 58(2), 210–221. <https://doi.org/10.1037/a0022251>
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8<sup>th</sup> ed.). John Wiley & Sons.
- Sutherland, P., & Moodley, R. (2010). Reclaiming the spirit: Clemmont E. Vontress and the quest for spirituality and traditional healing in counseling. In R. Moodley & R. Walcott (Eds.), *Counseling across and beyond cultures: Exploring the work of Clemmont E. Vontress in clinical practice* (pp. 263-277). University of Toronto Press.
- The Feminist Therapy Institute. (1999). *Feminist therapy code of ethics*. Author.
- Werbner, P. (2013). Everyday multiculturalism: Theorising the difference between 'intersectionality' and 'multiple identities'. *Ethnicities*, 13(4), 401-419.

- Willis-O'Connor, S., Landine, J., & Domene, J., F. (2016). International students' perspectives of helpful and hindering factors in the initial stages of a therapeutic relationship. *Canadian Journal of Counselling and Psychotherapy*, 50(3-S), S156-S174.
- Watts-Jones, T. D. (2010). Location of self: Opening the door to dialogue on intersectionality in the therapy process. *Family Process*, 49(3), 405-20. <https://doi.org/10.1111/j.1545-5300.2010.01330.x>
- Yohani, S. (2020). Culture, mental health, and refugees. In E. Lee & Moodley, R. (Eds), *Routledge international handbook of race, culture & mental health* (pp. 326-338). Routledge. <https://doi.org/10.4324/9781315276168>
- Yohani, S., Brosinsky, L., & Kirova, A. (2019). Syrian refugee families with young children: An examination of strengths and challenges during early resettlement. *Journal of Contemporary Issues in Education*, 14 (1), 13-32. <https://doi.org/10.20355/jcie29356>

**\*\*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/>

## **Course Structure**

This course is designed to provide a reflective, reflexive, collaborative, dynamic and interactive learning process drawing on the contributions of both students, instructor, and guest lectures. The structure of the weekly lessons are intentionally developed to ensure that students are challenged to engage in critical thinking skills. As the instructor, my role will be to help facilitate students' learning using various creative teaching methods within a safe and respectful environment. Throughout the course process, I will be intentional in asking critical and reflective questions, offering insights, and providing constructive feedback, when and where necessary. Within the class context, I will establish space for students to engage with each other, share ideas, and enhance their learning as counselling professionals in training. Students are expected to analyze scholarly literature and draw from educational and community resources as well as multimedia material to inform their learning. I will provide the overall course structure and expectations, and ensure that essential learning outcomes, as outlined in the course objectives, are met.

**\*\*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).**

## **Assignment Assistance**

I want you to succeed in this course; therefore, I am happy to support your learning by answering any questions or concerns you might have about course contents, assignments and/or class materials. However, to ensure equitability in the course, I will NOT read and provide feedback on any assignment prior to its

submission. That said, please contact me, if you ever feel stuck with any aspect of the course. As your instructor, my primary goal is to support your growth, learning, and development as a counsellor-in-training.

### **Absence**

If you are going to be away for any reason (i.e., medical or otherwise), a doctor's note may be required. Also, it is the student's responsibly to ensure that they have access to the missed lesson(s).

### **Professional Writing Expectations**

It is expected that your writing meets the expectations of a graduate level program which includes abiding by the APA Publication Manual 7<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 7<sup>th</sup> Publication Manual for sample), unless otherwise indicated.
- 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 MUST be written using Times New Roman, 12-point font, and double-spaced**, unless otherwise indicated in assignment's criteria. **Set all margins** to 1 in. or 2.54 cm
- Include a reference page with proper APA formatting.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Rewriting/redone of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- **Papers over page limit WILL NOT be accepted and will be returned to students with the request to revise and resubmit.**
- All assignments **MUST** be handed in for you to receive a passing grade in the course.
- Late assignments will be **penalized 5% per day (including weekends and past the deadline on the same day)**, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances to ensure equitability for all students.

**Sample Assignments: They 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 and are not expected to be replicated.

### **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that each student's correspondence express their 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 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 the 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. This would be much appreciated.

## **Evaluation**

Students final grade for the course will be based on their performance in the following outlined course activities.

| <b>Course Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Wt</b> | <b>Tentative Deadline</b>                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------|
| <b>Assignment #1: Individual Work</b><br><b>CULTURAL INTERVIEW PROFESSIONAL PAPER</b> <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 worldview, value systems, cultural experience and beliefs, experience of multicultural identity and soon.</li><li>• <a href="#">Refer to assessment in assignment folder.</a></li></ul> | 40%       | <b>DUE</b><br><b>February 10</b><br><b>@ 6PM MST</b> |
| <b>Assignment #2: Individual Work</b><br><b>PERSONAL CULTURAL COMPETENCIES REFLECTION</b> <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>• <a href="#">Refer to assessment in assignment folder.</a></li></ul>                                                                                                                                             | 40%       | <b>DUE</b><br><b>March 24</b><br><b>@ 6PM MST</b>    |
| <b>Assignment #3: Individual Work</b><br><b>SELF-GRADED CULTURAL REFLECTION JOURNAL</b> <ul style="list-style-type: none"><li>• Active participation in class and on the DFs as measured by the breath, depth and quality of students' responses.</li><li>• <a href="#">Refer to assessment in assignment folder.</a></li></ul>                                                                                                                                                                        | 20%       | <b>DUE</b><br><b>April 7</b><br><b>@ 6PM MST</b>     |

## **Final Letter Grade**

The Faculty of Education at the University of Lethbridge has a standardized grading system for its graduate program.

| <b>Numeric Value</b>                                                                                                            | <b>Letter Grade</b> | <b>Grade Point</b> |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|
| 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 Faculty of Education master's level 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/UpholdingProfessionalStandards/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.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

*Canadian Code of Ethics for Psychologists:*

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

*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.

### **Privacy and Confidentiality**

o Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

o The personal information your classmates and instructor 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. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency, etc.) and keep the disclosure broad rather than specific.

o Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

o 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, emails, presentations, recordings, assignments, etc. there is no guarantee of confidentiality.

### **Gentle Reminder**

*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)

### **Attendance**

Mandatory attendance for all activities via Zoom and participation in the discussion forums (DF) are required as part of the course. In exceptional cases where you will be absent from the Zoom activities or be unable to participate in the DF, notify the instructor via email in advance. **Non-excused absences to both Zoom and DFs' participation, when appropriate, may result in a 5% reduction in your final grade.** To be an active learner, you are responsible for reading and knowing the information in all assigned readings. In addition to the textbook, I might supplement the readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments and hand them in on time.

### **Withdrawal from the Course**

If you have indicated in writing to your instructor that you will be withdrawing from the 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: EDUC 5622**

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 student 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.

| <b>TOPICS</b>                                                                                                                                                                                                                                                                        | <b>READING &amp; TASKS</b>                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Jan 13 - Week 1: Welcome &amp; Introductions</li><li>• Introduction to Culture-Infused Counselling</li><li>• Developing Cultural Competence</li></ul>                                                                                        | <ul style="list-style-type: none"><li>• Arthur &amp; Collins, <b>Ch. 1, pp. 3-25</b></li><li>• Arthur, N., &amp; Collins, S. (2010). Clemmont E. Vontress and multicultural counselling in Canada. In R. Moodley &amp; R. Walcott (Eds.), <i>Culture and counseling: A personal perspective</i> (pp. 146-161).</li><li>• Sue et al., <b>Ch. 1, pp. 5-24</b></li></ul> |
| <ul style="list-style-type: none"><li>• Jan 20 - Week 2: Culture-Infused Counselling: A Framework for Multicultural Competence</li><li>• Cultural Self- Awareness and Awareness of Client Cultural Identities</li><li>• Multicultural Counselling &amp; Therapy (MC&amp;T)</li></ul> | <ul style="list-style-type: none"><li>• Arthur &amp; Collins, 2010 - <b>Chapter 3, pp. 45-65 &amp; 4, pp. 67-102</b></li><li>• Sue et al., <b>Ch. 2, pp. 26-44</b></li><li>• Moodley (2007)</li></ul> <p style="text-align: center;"><b>Virtual Assignment Corner (VAC) @ 6pm</b></p>                                                                                 |

| TOPICS                                                                                                                                                                                               | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>• Jan 27 - Week 3: Theoretical Framework: Intersectionality</li> <li>• The Complexity of Identity: Appreciating Multiplicity and Intersectionality</li> </ul> | <ul style="list-style-type: none"> <li>• Almeida, R., Hernández-Wolfe, P., &amp; Tubbs, C. (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices. <i>International Journal of Narrative Therapy &amp; Community Work</i>, (3), 43–56.</li> <li>• Este et al., 2018, pp. 28-30</li> <li>• Greene, B. (2010). Intersectionality and the complexity of identities: How the personal shapes the professional psychotherapist. <i>Women &amp; Therapy</i>, 33(3-4), 452-471.</li> <li>• James (2006), pp. 43-55</li> <li>• Keele's (2013) article: <i>Everyday multiculturalism: Theorising the difference between 'intersectionality' and 'multiple identities'</i></li> <li>• Watts-Jones, T. D. (2010). Location of self: Opening the door to dialogue on intersectionality in the therapy process. <i>Family Process</i>, 49(3), 405-20.</li> </ul> <p><b>Watch Video:</b></p> <ul style="list-style-type: none"> <li>• Watch: Nimenya, S. (2016, December 23). <i>We are not all that different: Race and culture identity</i> [Video file].<br/> <a href="https://www.youtube.com/watch?v=8QuAok_Xiyg">https://www.youtube.com/watch?v=8QuAok_Xiyg</a></li> </ul> <p><b>Supplementary Reading:</b></p> <ul style="list-style-type: none"> <li>• E-Book: Outside the sentence: Readings in critical multicultural counselling and psychotherapy by Roy Moodley</li> <li>• Chapters 1 &amp; 4 (eBook on Moodle)</li> </ul> <p><b>Guest Lecture: TBD</b></p> |
| <ul style="list-style-type: none"> <li>• Feb 3 - Week 4: Assessment, Ethics, Diversity, and Respect in Multicultural Counselling</li> <li>•</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Diller (2015), Ch. 3, pp. 36-57</li> <li>• Pettifor (2001). Are professional codes of ethics relevant for multicultural counselling? <i>Canadian Journal of Counselling and Psychotherapy</i>, 35(1), 26-35.</li> <li>• The Feminist Therapy Institute (1999)</li> <li>• Hays (2016). <i>Addressing cultural complexities in practice: Assessment, diagnosis, and therapy.</i></li> </ul> <p>• <b>Guest Lecture: TB</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| TOPICS                                                                                                                                                                                                                                                                                            | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• Feb 10 - Week 5: Counselling Members of Non-dominant Ethnic Groups</li> <li>• Privileging Intersections of Multiple Cultural Identities in Counselling Contexts</li> <li>• Working with Spiritual and Religious Clients</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Chew (2019), <b>pp. 93-115</b></li> <li>• Dixon &amp; Arthur (2019)</li> <li>• Robinson-wood (2010), <b>Ch. 14, pp. 233-247</b></li> <li>• <b>Supplementary Reading:</b></li> <li>• Shariff, A. (2009). Ethnic identity and parenting stress in South Asian families: Implications for culturally sensitive counselling. <i>Canadian Journal of Counselling and Psychotherapy</i>, 43(1), 35-46.</li> <li>• Sutherland, P., &amp; Moodley, R. (2010). Reclaiming the spirit: Clemmont E. Vontress and the quest for spirituality and traditional healing in counseling. In R. Moodley &amp; R. Walcott (Eds.), <i>Counseling across and beyond cultures: Exploring the work of Clemmont E. Vontress in clinical practice</i> (pp. 263-277)</li> <li>•</li> </ul>                                           |
| <ul style="list-style-type: none"> <li>• <b>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>Preliminary Feedback</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Feb 24 - Week 6: Counselling Immigrants and Refugees</li> <li>•</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Djuraskovic (2019), <b>pp. 203-226</b></li> <li>• Oudshoorn et al. (2020). Resettlement of Syrian refugees in Canada (2020). <i>Journal of International. Migration &amp; Integration</i>, (21), 893–908.</li> <li>• Yohani, S. (2020). Culture, mental health, and refugees</li> <li>• Yohani et al. (2019). Syrian refugee families with young children: An examination of strengths and challenges during early resettlement. <i>Journal of Contemporary Issues in Education</i>, 14(1), 13-32.</li> <li>• <b>Supplementary Reading:</b></li> <li>• Li et al. (2013), <b>pp. 139-156</b></li> <li>• Kurytnik (2013), <b>pp. 157-170</b></li> <li>• Sue et al., 2019, <b>Ch. 20, pp. 393-407</b></li> <li>• <b>Guest Lecture: TDB</b></li> <li>• <b>Virtual Assignment Corner (VAC) @ 6pm</b></li> </ul> |

| TOPICS                                                                                                                                                     | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• Mar 3 - Week 7: Cultural Spaces in Counselling with Indigenous Populations</li> </ul>                             | <ul style="list-style-type: none"> <li>• France, Rodriguez, &amp; McCormick (2013), pp. 65-91</li> <li>• Feller (2019). Ch 8, pp. 181-201</li> <li>• Poonwassie &amp; Charter (2001)</li> </ul> <p><b>Watch Videos:</b></p> <ul style="list-style-type: none"> <li>• The Agenda with Steve Paikin. (2018, May, 7). <i>The Indian Act explained</i> [video file]. <a href="https://www.youtube.com/watch?v=OhBrq7Ez-rQ">https://www.youtube.com/watch?v=OhBrq7Ez-rQ</a></li> <li>• The Agenda with Steve Paikin. (2012, January 18). <i>Suzanne Stewart: First Nation transitions</i> [video file]. <a href="https://www.youtube.com/watch?v=87uOeiRd3To">https://www.youtube.com/watch?v=87uOeiRd3To</a></li> </ul> <p><b>Supplementary Video:</b></p> <ul style="list-style-type: none"> <li>• Watch: Hill, D. (2016, March 3). <i>Forgotten narrative: The First Nations reality</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=HOAYbxJGgDQ">https://www.youtube.com/watch?v=HOAYbxJGgDQ</a></li> </ul> <ul style="list-style-type: none"> <li>• <b>Guest Lecture: TDB</b></li> </ul> |
| <ul style="list-style-type: none"> <li>• Mar 10 - Week 8: Social Justice Discourse within Diverse Multicultural Counselling Contexts</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• McIntosh (2003). <i>White Privilege: Unpacking the Invisible Knapsack</i></li> <li>• Sue et al. (2019), Ch. 4-6, pp. 73-138</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.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Guest Lecture: TDB</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Mar 17 - Week 9: Counselling Girls and Women</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Lavery &amp; Knapik (2019), pp. 117-139</li> <li>• Sue et al. (2019), Ch. 26 pp. 488-501</li> <li>• Saleem &amp; Martin (2018)</li> <li>• Kassan &amp; Sinacore (2016)</li> </ul> <p><b>Watch Video:</b></p> <ul style="list-style-type: none"> <li>• Watch: Ngozi, C. (2013, April). <i>We should all be feminists</i> [Video file]. <a href="https://www.youtube.com/watch?v=hg3umXU_qWczx">https://www.youtube.com/watch?v=hg3umXU_qWczx</a></li> </ul> <ul style="list-style-type: none"> <li>• <b>Guest Lecture: TBD</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| TOPICS                                                                                                                            | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• Mar 24 - Week 10: Counselling Sexual Minorities (e.g., Lesbians etc.)</li> </ul>         | <ul style="list-style-type: none"> <li>• Adames (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant</li> <li>• Arthur &amp; Collins (2010) <b>Chapter 15, pp. 363-394</b></li> <li>• Coleman et al. (2012).</li> <li>• Heck et al. (2012). Intake interviewing with lesbian, gay, bisexual, and transgender clients: Starting from a place of affirmation. <i>Journal of Contemporary Psychotherapy</i>, 43(1), 23-32.</li> <li>• <b>Guest Lecture: TBD</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Mar 31 - Week 11: Counselling Sexual Minorities (e.g., Gays, etc.)</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Arthur &amp; Collins 2010, <b>Chapter 16, pp. 395-422</b></li> <li>• Alderson, K., G. (2004). A different kind of outing: Training counsellors to work with sexual minority clients. <i>Canadian Journal of Counselling and Psychotherapy</i>, 38(3), 193-210.</li> <li>• Shelton &amp; Delgado-Romero (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. <i>Journal of Counseling Psychology</i>, 58(2), 210–221.</li> <li>• <b>Supplementary Reading:</b></li> <li>• Bethan et al. (2012). Not on our backs: Supporting counsellors in navigating the ethics of multiple relationships within queer, two spirit, and/or trans communities. <i>Canadian Journal of Counseling and Psychotherapy</i></li> <li>•</li> <li>• <b>Guest Lecture: TBD</b></li> </ul> |
| <ul style="list-style-type: none"> <li>• Apr 7 - Week 12: Counselling International Students</li> </ul>                           | <ul style="list-style-type: none"> <li>• Arthur (2019), <b>Ch. 12, pp. 271-292</b></li> <li>• Willis-O'Connor et al. (2016). International students' perspectives of helpful and hindering factors in the initial stages of a therapeutic relationship. <i>Canadian Journal of Counselling and Psychotherapy</i>, 50(3-S), S156-S174.</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |