

FACULTY OF EDUCATION

Master of Counselling

CAAP 6607:

Counselling Diverse Clients

COURSE SYLLABUS

Fall Term: 2016

PROFESSOR^{1 & 2}: Dawn Lorraine McBride, M.Sc., Ph.D., Associate Professor in the Faculty of Education, Counsellor Education Program

- Registered Psychologist with CAP (Clinical)
- CAP Ethics Oral Examiner (Active)
- CAP Supervisor for Provisional Psychologists (Active)

DETAILS:

Term: Fall 2016

Credit Hours: 3.0

First Instruction Day of the Course: September 7, 2016

Last Day of Instruction: December 7, 2016 (Dec 10-19: Exam period)

Online Instruction: Online lessons use the online platform, Moodle. Each comprehensive lesson requires a completion of a series of independent/peer study tasks and active participation in a series of graded, instructor facilitated, discussion forums. There will also be face-to-face seminars (dates posted in Moodle) using video-conferencing software for those students who are not able to attend on-campus seminars.

Online Week: Wednesdays (0600 MST) to Saturdays (1800, MST).

Equivalent: CAAP 607, Education 5620, Education 5622

Prerequisite: Admission to the cohort

Additional details are provided in this course syllabus and in the Moodle course website.

^{1 **} I warmly invite **all** students to contact me to discuss the course and course assignments, review your career options, help you with your course planning, share with you some study tips, etc. I look forward to our contact.

² Permission is granted to instructors to use some/all of my course syllabus ideas/concepts. I ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺

PROFESSOR'S CONTACT INFO:

E-mail: dawn.mcbride@uleth.ca (*THE BEST WAY TO REACH DAWN*)

University Phone: 403-317-2877 (*call anytime, 24/7; messages rec'd as email*)

Private Cell Phone: _____. Please no calls after 10:00pm. If urgent, please call anytime.

University Fax Number: 403-329-2372 (not confidential; use a cover page)

Mailing Address: University of Lethbridge, 4401 University Drive, Faculty of Education, Lethbridge, Alberta, T1K 3M4, Canada.

Office Location: Turcotte Hall, TH 272 (east facing building, on route to Student Union Food Court, Level 2)

Office Hours: Available weekday/evenings & weekends using phone, Skype, video-conferencing & in-person. Appointments are optional. *I welcome your contact ☺.*

Secretary: Margaret Beintema or Jean Mankee. **Phone:** 403-329-2732. **Office:** TH321 (west building). This is the location to drop off/pick up assignments.

My Response Time to Your Email or Phone Call – Two (2) Days, 48 hours: Please be advised that it may take me up to 48 hours to return your message, unless notified otherwise. If you have not heard from me within 48 hours, please resend your message, as I may not have received it. Further, given I teach online Wednesday to Saturday, I try to take a day off from computer work on Sundays, and either Mondays or Tuesdays.

COURSE CALENDAR DESCRIPTION:

Focus on increasing personal awareness, identification of conceptual frameworks, and development of in-depth knowledge of equality and diversity issues in counselling. Students will be expected to examine their own attitudes, behaviours, perceptions, and biases. Reference: www.uleth.ca/ross/academic-calendar/sgs

COURSE RATIONALE:

It is an ethical imperative that counsellors develop a belief system and a counselling practice that promotes multicultural and social justice competencies. These competencies are dependent on students learning about diversity; studying how power and privilege promote and maintain oppression; and deepening their understanding of their personal, social, and cultural identities.

COURSE DESIGN:

To meet the above tasks, a variety of instructive methods are actively integrated into CAAP 6607 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.

COURSE OBJECTIVES:

Students are expected to (a) engage in an intensive study of multicultural and diversity issues and (b) examine their own attitudes, behaviours, perceptions, and biases as these actions will be instrumental in meeting the following course objectives:

1. Articulate the ethical value of identifying and meeting multicultural counselling competencies, as articulated by various associations (e.g., CPA, CCPA).
2. Articulate how a continued exploration of counselors'/students' culture, gender, values, privilege status, and assumptions, fosters a culturally competence counselling practice.
3. 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).
4. Examine the systems (institutional, social, personal) that serve to create and maintain barriers that impede access, equity, and success for all, particularly for those from marginalized and nondominant groups.
5. Analyze the psychosocial impact of a binary model of gender, power and privilege, and dominant culture values on clients and the counselling process.
6. Describe theories of multicultural counselling and identity development (including sexual orientation).
7. Describe the psychosocial issues and needs of refugees and immigrants, with a special emphasis on individuals and families who recently arrived in Canada from Syria.
8. Develop social justice and advocacy strategies to confront oppressive social structures that impact access, equity, and human development.
9. Record a variety of culturally diverse resources, from the community and media, in addition to the readings from the academic multicultural literature presented in the course.

COURSE SCHEDULE:

Posted in Moodle, week-by-week including the readings and lesson plan activities.

REQUIRED READINGS:

The Moodle course site will contain active links to the required reading material. The links will be to the U of L journal database library so the student will need to sign in and locate the readings within the database. Reading material that does not have a link will be provided in a coursepac or in one of the books listed below.

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Hart, M. A. (2002). *Seeking mino-pimatisiwin: An Aboriginal approach to helping*. Halifax, Nova Scotia: Fernwood.
- McBride, D. (2016). *University of Lethbridge CoursePac for CAAP 6607*. The coursepac will contain selected chapter readings and scholarly works, which are not located in Moodle.
- Moodle readings – extensive list (media based, peer reviewed articles via links, and handouts).
- Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists* (3rd ed.). Ottawa: Canadian Psychological Association. *Optional*. However, you will need this valuable resource for your ethics course -- CAAP 6603, during the Summer of 2017.

REQUIRED MATERIALS:

- Headphones with a microphone that can be muted.
- Web Camera (external or built in)
- Videoconferencing software (Zoom) loaded onto one computer – the computer you will use during live seminars. Software (free) and instructions will be posted in Moodle.
- Access to Netflix (optional).
- All the supplies indicated to you at the orientation such as a computer, high speed Internet, and so forth.

GRADING GRID USED IN THIS COURSE:

| 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 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 |

NOTE: THERE MAY BE CHANGES TO THE COURSE SYLLABUS

The second sentence is taken directly from section 9 of the U of L university calendar:

The essential elements described in this published 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, provided that no student is disadvantaged by the change.

In addition, this course syllabus is still in its draft form so changes to it may still occur. The final version, if needed, will be posted on day 1 of the course, in Moodle.

COURSE ASSIGNMENTS:

#1. FULL, ACTIVE Participation in the Structured Online Tasks & Discussions and Evaluation of Your Performance from a Variety of Learning Domains 25%

Task: You are to complete each online lesson and actively participate in the discussion forums associated with this course. Quality and quantity of postings are to be of high quality and adhere to expectations described in the posted online document, under assignment #1, *Discussion Forum Expectations and Grading Criteria in the Master of Counselling Program*.

DF Evaluation- reflection/critique performance: Please submit a reflection/critique of the assigned discussion participation week using the assigned DF evaluation template. This template will be used to assign you a mark for your online participation. The evaluation template and other details associated with this assignment are posted in Moodle -see assignment #1 folder.

Skip week: There is no skip week given there is a reading week in this term.

IMPORTANT → Failure to submit a complete report (all questions answered in a comprehensive, accurate way) will most likely result in automatic grade of zero (0) for the quantity grade for the relevant week. In addition, there are no make-up weeks. Thus, if you miss a week of DF work or your work was below standard for the DF week, there is not an opportunity to make up the evaluated week.

Deadlines:

| Lesson Set | The Selected DF Week | Date DF Evaluation is Due |
|--|---|---|
| Lesson 1, Lesson 2, or Lesson 3 | The DF week to analyze will be announced on September 24 around 6:00 p.m. (see course announcements). | September 24, 2016 I will aim to return the evaluation by Sept 28 by 3:00p.m. |
| Lesson 4, Lesson 5, Lesson 6, or Lesson 7 | The DF week to analyze will be announced on October 22 around 6:00 p.m. (see course announcements). | Open deadline: <i>Choice A:</i> October 23, 2016 I will aim to return the evaluation by Oct 26 by 3:00 p.m. <i>Choice B:</i> Dec 6 (see below). |
| Lesson 8, Lesson 9, Lesson 11, Lesson 12, or Lesson 13 (there is no Lesson 10) | On December 3, around 6 p.m., you will be given a choice of two DF weeks to select from to complete one DF evaluation (see course announcements). | December 6, 2016 I will return submitted evaluations by December 21, 2016. |

#2. Expanding Your Multicultural Competencies
 **25%**

Task: Throughout the course, you will complete four, self-learning tasks and submit a report describing how these tasks advanced your multicultural competence. The overarching goal of these tasks is to enhance your multicultural competence in three areas, as described by Author and Collins (2010): (a) counsellor self-awareness, (b) awareness of other’s worldviews, and (c) gain knowledge in how to practice in a culturally sensitive manner.

This assignment has two parts. Part I is to complete an assigned reading (Hart, 2002) and a report based on this reading. Part II requires you to select three learning tasks of your choice and complete a report for each completed task. Additional details including the assignment template (for Part I and II), are included in Moodle (see assignment #2 folder).

Deadlines:

| Part | Due Date | |
|----------------------------------|---|-------------------------------|
| Part I: Hart, 2002 | November 10, 2016 | |
| Part II – 1 st report | Due anytime on/between September 7 & September 30 | Open Due Dates |
| Part II – 2 nd report | Due anytime on/between October 2 & October 26 | |
| Part II – 3 rd report | Due anytime on/between November 6 & November 24 | |

#3. Intensive Study of Social Justice In Action
 **35%**

Task: In this two-part assignment, you will have the opportunity to further your understanding of social justice and its applications for the profession of psychology. Part one is mandatory and will involve the creation of a research paper examining the ethics of social justice. In part two, you work with a partner and choose one of three options for completing the assignment: (i) social justice policies, as they relate to specified school district policies around gender diversity, (ii) compare and contrast selected social justice theories, or (iii) a social justice proposal to address the advocacy needs of the Syrian refugees in Canada, focusing on a community of your choice. Additional details including the assignment template (for Part I and II) are included in Moodle (see assignment #3 folder).

Deadline for both parts: December 4, 2016

#4. Final Exam: Did you meet the course objectives?

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Task: This course will conclude with a final exam to assess your knowledge and competencies associated with meeting several of the course objectives. The exam is open book, using Moodle, and you will be given 2 to 3 hours to complete the exam. The exam is to be completed independently. Each exam question will likely have a time limit. Question format will be short answer and essay. Additional details will be provided in Moodle (see assignment #4 folder).

Date: TBA by the Register's office. Exam period is held from December 10 to December 19, 2016. The exam will be on a Saturday, either December 10 or December 19th. Please expect the exam date and time, as well as format, to be announced by mid November. * **BOOK THESE TWO DAYS OFF** until you learn which day the exam will be held.

Need a study technique to help you recall important information from the required readings?



Many students find the **SQR5 study method** useful when they have to read high volumes of material and/or need to remember critical facts and concepts.

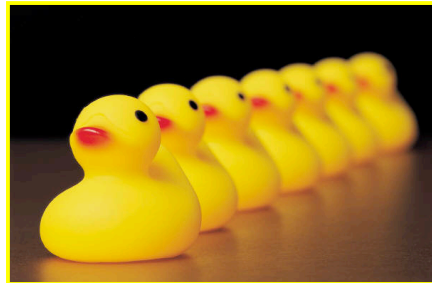
I used this study technique **CONSTANTLY** to survive the workload in my undergrad and grad student days. I also used it when I studied for the licensing exam psychologists must take (the EPPP).

Here is the link – check it out as it may be a helpful study tool for you ☺.

<http://elc.uark.edu/wp-content/uploads/2012/01/Moving-from-Reading-to-Learning1.pdf>

- APPENDIX A -

ASSIGNMENT SUBMISSION & STUDENT CONDUCT EXPECTATIONS IN ALL OF PROFESSOR DAWN'S CLASSES ³



To Create a Healthy, Thriving, and Respectful Teaching Environment → the following pages stipulate Professor Dawn's expectations regarding a host of topics including:

- format of assignments sent via email to Prof. Dawn*
- format for assignments including the title pages*
- late assignments: penalty & extensions*
- APA expectations*
- failed Internet connection when an assignment is due ☹*
- if you have a learning disability*

³ *Permission is granted to instructors to use some/all of my listed expectations. I just ask that you give credit, in APA form, when borrowing my ideas. Thank you ☺*

Other Need to Know Questions:

Excerpt * For a copy of the full appendix A, please contact Professor Dawn McBride

Are You A Student with A Disability? If you have a disability or a recent injury that requires academic accommodation, please follow the procedures outlined in the university calendar. You are encouraged to contact the Counselling Services or Students with Disabilities Resource Centre at 403-329-2766 for guidance and assistance. I will help you however I can.

I need help with my library search skills. What resources do you recommend?

- An useful library guide for counselling students, thanks to our librarian Paula Cardozo: <http://libguides.uleth.ca/c.php?g=520227>
- For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>

My Internet Connection Failed – may I get an extension? No. Given there are many locations to secure an Internet connection, you must still submit assignments on time, participate in the discussion forums, etc. So, please FIND a way to connect to the Internet. For example, go to an Internet café or a library. Please feel free to keep me posted via phone on your progress finding an Internet connection ☺.

Are you running into questions/challenges with technology?

| FOR MOODLE HELP | FOR GENERAL IT HELP |
|--|---|
| http://moodleanswers.com/ http://www.moodleanswers.com/index.php/information | http://www.uleth.ca/information-technology/desktop/help http://www.uleth.ca/information-technology/resources/tips-tricks http://www.uleth.ca/information-technology/services |

What is my access to the course – if I withdraw or fail? If you indicate in writing (email) to the instructor that you are withdrawing from the course, your access to the online course will be removed as soon as possible (e.g., within the day). Withdrawing formally from the course requires you to contact the graduate office (Faculty of Education) so you can complete the required paperwork. In addition, if you earn two B- grades (or lower) in the DF weeks your access to the course will be terminated as soon as possible IF your course includes a Summer Institute (SI) component since earning two B- grades means you are ineligible to attend the SI.

Any other questions? Please ask me. Questions are welcome!