

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION
Master of Counselling
CAAP 6607: Counselling Diverse Clients
Fall semester: September 6th – December 6th, 2017
Noella Piquette, Ph.D.

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Contact with instructor I am available Monday 1 - 4; open door policy. Please email for a scheduled face to face or telephone meeting during the day or early evenings.
Note: there may be a 24 to 48 hour delay in email responses, particularly over weekends.

COURSE DESCRIPTION:

Focuses on increasing personal awareness, identification of conceptual frameworks, and development of in-depth knowledge of equity and diversity issues in counselling. Students will be expected to examine their own attitudes, behaviours, perceptions, and biases. *Online facilitated instruction*

COURSE RATIONALE:

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

This course addresses social influences on behaviour, affect, cognition and development. Throughout the course, you will be exposed to a range of perspectives on these social bases of behaviour that potentially impacts multicultural, culturally infused and diversity counselling. To meet the above tasks in understanding theories of cultural identity, a variety of instructive methods are actively integrated into 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 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:

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 ALIGNMENT WITH ACCREDITATION BODIES

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

Diversity – Understanding and respecting human diversity within the Canadian multicultural society including:

- a. variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle and family patterns;

- b. issues and trends affecting diverse groups;
- c. individual, family and group strategies with diverse populations; and
- d. ethical and legal considerations.

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

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

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

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

COURSE MATERIALS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th Edition*. New York: American Psychological Association.

Weekly electronic readings [URLs provided] will be found in our Moodle section and can be accessed via our University of Lethbridge Library database

Recommended reading: background texts:

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

France, H., Rodriguez, M., & Hett, G. (2013). *Diversity, culture and counselling: A Canadian perspective (2nd Ed)*. Calgary, AB: Brush Education Inc.

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

Sue, D. (2010). *Microaggressions and marginality: Manifestations, dynamics and impacts*. New York: Wiley.

Sue, D.W. & Sue, D. (2015) *Counselling the culturally different: Theory and practice*. New York: Wiley.

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

Essential Websites for APA

<http://libguides.uleth.ca/c.php?g=256404>

<http://www.apastyle.org/>

<https://owl.english.purdue.edu/owl/resource/560/18/>

http://library.nmu.edu/guides/userguides/style_apa.htm

ASSIGNMENT OVERVIEW AND RUBRICS

ASSIGNMENT INFORMATION

MANDATORY APA FORMAT FOR COURSE ASSIGNMENTS: All written assignments must be completed according to the format described in the Publication Manual of the **American Psychological Association (6th ed.)** We strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. **Up to 10% of the total mark** for assignments may be deducted for errors in presentation, style, and grammar. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment.

ASSIGNMENT EXPECTATIONS: Detailed information outlining expectation can be found in the accompanying Assignments document regarding each of these two points:

- **Professional Writing Expectations.** It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable. This is an expectation within our Discussion Forums as well as for each assignment.
- **Late penalties** for work handed in after the due date for both the assignments as well as the scheduled weekly discussion forum expectations. There is a strict late policy. **Late assignments will lose 5% per calendar day**, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor) as soon as possible.

ASSIGNMENT SUBMISSION: All assignments must be **submitted electronically** to your instructor for marking at the times specified in the Course Schedule.

- Please use the Assignment Drop Box in Moodle to submit your papers.
- Each assignment submission must have **all components merged** together as one document
- Your uploaded document must contain the course, student name and assignment noted on the subject [saved document title] name. Use this example:
6607, Last name, first name, assignment name
- Each assignment submission must have all of the following identifying information on the title page. Use this example:
*CAAP 6607
Student name (last name, first name),
Professor name
Course number & assignment name (i.e., [Professional Issues Paper],
date (month, day, year).*

COURSE ASSIGNMENTS:

The assessment structure for CAAP 6607: *Counselling Diverse Clients* is based on the following course activities, with the percentage weighting of each activity as indicated. Your final grade for the course will be a composite mark based on your performance in these course activities.

Course Activity	Weight
Participation in Structured Online Activities with Self Evaluation Part 1 due Oct 15 th & Part 2 due Dec 10 th	30%
Psychosocial Constructs due Oct 22 th	20%
Social Influences on Cultural Identity due November 26	40%
Personal Competencies Analysis due Dec 10th	10%
Total	100%

Please note: Assignment descriptions and their accompanying extensive rubrics will be posted as a separate document in our Moodle site prior to the start of this course.

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
<p>Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.</p>		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70

67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

ASSIGNMENT OVERVIEW AND RUBRIC

Assignment: Participation in Structured Online Activities and Self Evaluation (30%)

Each week, unless otherwise noted in your course schedule, you will be expected to participate in an online discussion forum containing a set of questions for discussion or issues for reflection, as well as activities in which to further your understanding regarding each topic domain. Participation is evaluated on the basis of both the frequency of your posting to the forums and the quality of your responses and activity completion. In your self-evaluation, provide anecdotal evidence from your posted responses to the DF questions, inquiries to your peers, and comments related to the online conversations that were initiated in this course.

Further information will be posted in Moodle.

Assignment 1: Psychosocial Constructs (20%)

This assignment can be considered to be equivalent to a diversity portfolio. A compilation of articles and a resource file are to be assembled as rich background information to further understand diversity issues, constructs of identity and strategies for successful support in a counselling domain. The resource file is a collection of relevant information related to supporting clients who are identified as non-dominant members of the Canadian society. These portfolio resources are to be collected and organized in a manner that links the articles and resources [e.g., strategies] in a logical means.

Further information and rubric will be posted in Moodle.

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

This is essentially a cultural interview summary that will be based on a data collecting interview held with an adult from a cultural background that is different from your own. The purpose of the paper is to facilitate your understanding of how the theory and processes related to the social influence on one's cultural identity [i.e., multicultural experience] could influence counselling considerations; an intersection of theory and practice. However, this project is not a counselling interview or intervention. Your purpose in the interview is simply to gather information about the individual's worldview, value systems, cultural experience and beliefs, experience of cultural identity, and so on, and then to frame this against current social influences.

Further information and a rubric will be posted in Moodle

Assignment 3: Personal Competencies Analysis (10%)

The purpose of the final assignment is to crystalize the development of theoretical knowledge and personal learning into a concise appraisal of your current level of diversity counselling competency and your goals for continued competency. This assignment addresses both the broad psychosocial theories explored in the course and

reflection on your sense of awareness and competency in relation to the particular cultural groups explored. All examination activities should reflect integration and critical thought about concepts presented through the required readings and study process in the course.

Further information and a rubric will be posted in Moodle

Foundational Procedures for CAAP 6607: PIQUETTE 2017

ACADEMIC ACCOMODATIONS: Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins OR if issues arise as we move through the course.

<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/create accommodations and how to notify their instructors and/or professors. Your course instructor will keep all information in confidence.

CODE OF ETHICS: At the University of Lethbridge, in the Faculty of Education graduate counselling psychology programs, ALL students are required to adhere to professional standards. All students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

College of Alberta Psychologists Standards of Practice:

<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>

Canadian Code of Ethics for Psychologists:

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

CCPA Code of Ethics:

<http://www.ccpa-accp.ca/en/resources/codeofethics/>

ATA Code of Professional Conduct (if practicum is in an educational setting):

<http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

University of Lethbridge Faculty of Education Standards of Professional Conduct:

http://www.uleth.ca/education/resources/forms-guidelines/professional-conduct_2230

For more information, please refer to the Standards of Professional Conduct for Counselling Psychology Students (pg.85/104 of the 2015-16 calendar):

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2015-16/sqs/sqs.pdf#nameddest=med>

INTELLECTUAL HONESTY: Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from

the course or the program; or legal action, depending on the specific nature of the infraction.

Please ensure that you uphold the highest intellectual honesty within all of your submitted assignments and each discussion forum posting. Refer to **APA 6th edition** for examples of how to cite sources if you are unclear as to when and how to quote sources.

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

CONFIDENTIALITY: In order to create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge M.Ed. Counselling courses, it is assumed that you will adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

CONFIDENTIALITY IN ACTION...

What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge M.Ed. Counselling courses?

- Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so.
- The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course.
- There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with.
- There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details, she may tell the class to feel free to share her story if it can be of benefit to others.

What if I want to talk to someone outside the course about a personal comment a student/instructor made?

- If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing, This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. You are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

- If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

What are the limitations to confidentiality and how will I know when and what to share?

- *Golden Rule:* If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't!
- *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely.
- *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances:
 - A child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others.
 - Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: www.cap.ab.ca

ATTENDANCE: Detailed information outlining expectation can be found in the accompanying Assignments document but essentially there is a required, *mandatory attendance for each week of our class*. In exceptional circumstances where you will be absent, notify the instructor in advance and discuss how your weekly activities will be completed at a later date.

COURSE OVERVIEW

For each of the following weeks in this term students are to:

[1] Read the accompanying lesson overview (NB: preferably on the Friday night or Saturday preceding the lesson date);

[2] Read and reflect upon readings, podcasts, videos or other sources of information provided for the week;

[3] Engage in the learning activities and follow the instructions, and;

[4] If applicable for that week, post your discussion forum responses [Wednesday morning to Friday evening].

Please **review all of the assignment information** in this document. There will be exemplars posted in our Moodle site for each of the assignments in order to provide some additional guidance - they are not for distribution outside of this class.

CAAP 6607 PIQUETTE 2017 TENTATIVE WEEKLY TIMELINE FOR 39 HOURS

Date	Lesson	Focus
September 6	1	Theories of Social Bases of Behaviour: Diversity
September 13	2	Theories of Cultural Identity: Ethical Considerations
September 20	3	Spiritual and Religious Cultural Identity
September 27	4	Female Identity Development
October 4	5	Abilities and Disabilities Identity * Thanksgiving Monday October 9 th
October 11	6	Identity Development of First Nations People
October 14		<i>Part 1: Participation in Structured Online Activities and Self Evaluation assignment DUE</i>
October 18	7	Male Identity Constructs
October 20		<i>Psychosocial Constructs assignment DUE</i>
October 25	8	Diversity within Racial and Ethnic Minority Groups
November 1	9	Constructs and Continuums: Diverse Sexual Orientations
November 8	10	Identity Development of Minority Post-Secondary Students
November 15		*Reading Week November 13 – 17 th
November 22	11	Psychosocial Constructs of Immigrants and Refugees
November 25		<i>Social Influences on Cultural Identity assignment DUE</i>
November 29	12	Professional Competency with Identity Development
December 8		<i>Personal Competencies Analysis Activity DUE</i> <i>Part 2: Participation in Structured Online Activities and Self Evaluation assignment DUE</i>