

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: MFT630

Course Name: Counseling Diverse Populations

Semester and Year: FALL 2022

Instructor: Estera Boldut, PsyD

Contact Information: Estera.Boldut@twu.ca, cell 778 772 0671

Office Hours: Tuesdays and Thursdays from 9 to 12 by appointment

Co-requisites or Pre-requisites: N/A MFT students

Semester Hours: 2

Class Dates: Sep. 08- Dec. 01. 2022

Class Time: Thursdays from 11:30 AM- 2:10 PM

Location: Fosmark Building

Course Description

This course introduces the theory and practice of multicultural counselling and family therapy including various aspects of diversity: identity formation, race, ethnicity, class, gender, sexual orientation, spirituality, ability/disability, and aging. Students will have the opportunity to explore their own culturally informed belief systems, values and practices. Research and class content will focus on knowledge and understanding worldviews that underlie client behavior, relationships, and resources. Ethical issues and culturally sensitive therapeutic approaches will be explored. Emphasis will be placed on integration of personal awareness, theoretical knowledge, and contextual clinical competencies. Open to counselling/family therapy students, as well as chaplaincy and cross-cultural ministry students.

Course Objectives

By the end of this course, each student should:

- 1) Articulate the impact of values and beliefs from their own particular cultural contexts.
- 2) Recognize individual appraisal of difference and its effects on personal bias and behavior.
- 3) Identify examples of discrimination against minority groups within contemporary society.
- 4) Delineate culture-bound aspects of Western therapy models.
- 5) Describe the effect of cultural perspective on language, thinking, worldview and counsellor-

client therapeutic conversations.

6) Identify factors and stages of identify formation in minority and majority cultures.

7) Recognize characteristics common to migration and cross-cultural transition.

8) Understand a variety of cultural belief systems and the application of appropriate treatment modalities.

9) Apply multicultural counselling principles to assessment of cultural factors, identification of ethical concerns and implementation of intervention strategies.

10) Development of cultural humility

Course Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessment Strategies
<p>Knowledge and its Applications</p> <ul style="list-style-type: none"> • demonstrate in-depth knowledge of a particular field of study and/or profession • demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems • demonstrate superior ability to identify and interpret new ideas and research in a specific discipline • demonstrate superior skills in academic research, writing, and communication act as skilled practitioners to move beyond knowledge into practice 	<p>1) Articulate the impact of values and beliefs from their own particular cultural contexts. 2) Recognize individual appraisal of difference and its effects on personal bias and behavior. 3) Identify examples of discrimination against minority groups within contemporary society. 4) Delineate culture-bound aspects of Western therapy models.</p>	<p>-forum responses to class readings -class exercises - Personal & Sociocultural Formation Reflection assignment</p>
<p>Cognitive complexity</p> <ul style="list-style-type: none"> • show ability to carry out discourse and research as an active member of a discipline • demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking” • give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries 	<p>5) Describe the effect of cultural perspective on language, thinking, worldview and counsellor-client therapeutic conversations. 6) Identify factors and stages of identify formation in minority and majority cultures. 7) Recognize characteristics common to migration and cross-cultural transition. 8) Understand a variety of cultural belief systems and the application of appropriate treatment modalities. 9) Apply multicultural counselling principles to assessment of cultural</p>	<p>- Round table discussions - Diversity interview assignment</p>

<ul style="list-style-type: none"> • give evidence of originality in the application of knowledge 	factors, identification of ethical concerns and implementation of intervention strategies.	
<p>Inter-and intra-personal Wellness</p> <ul style="list-style-type: none"> • demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study • demonstrate an appreciation of the role of community in wellness. • demonstrate increased professional capacity and autonomy • demonstrate superior organizational and time management skills • demonstrate academic and personal integrity 	2) Recognize individual appraisal of difference and its effects on personal bias and behavior. 3) Identify examples of discrimination against minority groups within contemporary society. 4) Delineate culture-bound aspects of Western therapy models. 5) Describe the effect of cultural perspective on language, thinking, worldview and counsellor-client therapeutic conversations. 6) Identify factors and stages of identify formation in minority and majority cultures.	-assessed by use of class time, participation and timeliness and integrity of completed assignments. - final research paper assignment -class presentations
<p>Social Responsibility and Spiritual Formation</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context • Develop the ability to become socially responsive agents with a commitment to understanding global issues • Demonstrate greater understanding of and connection to God’s work in the world • Utilize spiritual practices for self-reflection and the helping of others • Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope 	9) Apply multicultural counselling principles to assessment of cultural factors, identification of ethical concerns and implementation of intervention strategies. 10) Development of cultural humility	forum responses to class readings -class exercises - Personal & Sociocultural Formation Reflection assignment -Indigenous Canada assignment

Required Texts and Materials

The required readings are posted on Moodle.

No textbook required.

Course Activities/Requirements

- Students are expected to attend all classes and participate in class discussions.
- **Readings are to be completed prior to class** in order to facilitate meaningful discussion. Students are expected to contribute to round table class discussions. You will be provided with reflective questions related to integrating class content with your own personal experience and counselling practice.
- Forums on Moodle: add your responses to the questions posted, read and interact with your colleagues posts.

Course Evaluation

Personal & Sociocultural Formation Reflection – 20%

Think about all the different ways that your “sense of self” has been informed/constructed. We are all part of sociocultural groups which impact our personal/identity formation. Examine your own particular perspectives by selecting five aspects that have informed your “sense of self” from within your cultural context. Consider the material presented in class as well as the aspects of uniqueness and connection from Sue & Sue required reading.

Choose five aspects that have informed your “sense of self.”

- Gender and sexual orientation
- Age/ability status
- Racial and ethnic membership
- Spiritual/religious influences
- Class/social status
- Nationality/country of birth
- Regional/geographic context (urban or rural, prairie or mountain, etc.)
- Personal characteristics (talents, birth order, conflict style, people or task orientation, etc.)

Describe these aspects of your “self” and how your self is formed in your own unique sociocultural context. Assume that others in the class may not come from the same sociocultural groups and so may not understand how or why these experiences have shaped you. Present these aspects in ascending order, from the one that is least important to you, to the one that is most important. For the two most important aspects of yourself, answer these 2 questions in addition to your description: What language and nonverbal cues does your group use that other groups may not understand? How do you as a group perceive “belonging” and how are others excluded?

There are 2 parts to this assignment:

a. Write a short essay – 10%: You will be asked to prepare a 3 to 4 page double-spaced essay with references to course material which indicates the ability to analyze your “sense of self.”
DUE: At the time of your class presentation.

b. Present your “self” – 10%: Creatively prepare a class presentation illustrating each of the five aspects (do a collage or painting, write a monologue that you present theatrically, do a large scrapbook, create a song, a PowerPoint or Prezi presentation, etc.). You will have **15 minutes** to present your “self” in class.

DUE: Upon presentation (randomly assigned).

Diversity interview (20%) For this assignment you are encouraged to interview an individual from a different culture than yours. Questions to consider: how are they viewing their own culture? If they are immigrants, how was that process of integration for them? How are they viewing other cultural/ethnic groups? Their attitude towards counseling? What brings change in one’s life?

-write a 3-4 pages of reflection paper

-10 min. class presentation

DUE: Upon presentation (randomly assigned).

Indigenous Canada assignment (30%)

Complete the course and write a 5 page reflection paper on integrating your learning with the clinical practice

<https://www.coursera.org/learn/indigenous-canada>

DUE: one week after the last day of class

Research Paper – 30%

Prepare a **10 –12 page paper** including the following aspects:

- a. Choose a specific cultural/diversity group of your interest for the focus of this research paper.
- b. Prepare an overview including history, key concepts/particularities/challenges of your chosen cultural/diversity group that pertain to counselling/mental health/therapy issues.
- c. Review principles of multi-cultural counselling and family systems therapy that relate to therapeutic work with this particular minority group.
- d. Identify and include appropriate adaptations of Western culture bound therapeutic approaches (refer to specific family therapy theories) to the cross-cultural context, including language, therapy process, assessment and interventions.
- e. Delineate how your ideas for working therapeutically with aspects of this particular population have developed; include ethical considerations and support with literature references.

You will be expected to engage in research using 10-12 scholarly literature resources, including references from the disciplines of psychology and family therapy. You will also be expected to include a section on how this information informs your practice of counseling diverse populations.

Evaluation Criteria for Research Paper/Final Exam:

- Organization, coherence and scholarly citations/references (10%)
- Overview of specific diversity/minority particularities (10%)
- Practice application of multicultural counselling to specific diversity/minority (10%)
- Personal reflection and ethical considerations (10%)

DUE: one week after the last day of class

Grading Scale

Personal & Sociocultural Formation Reflection _____	20%
Diversity Group/Population Presentations _____	20%
Indigenous Canada assignment _____	30%
Research Paper _____	30%
Total _____	100 %

Grading System

Letter Grade Percentage Grade Point

Letter Grade	Percentage	Grade Point
A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7

Course Outline

Posted on Moodle

Course Policies/Statements

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

ACCESSIBILITY STATEMENT

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning outlined on the website at <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

ACADEMIC FREEDOM

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

LATE ASSIGNMENTS POLICY

All assignments are due at the time of your presentation. The research paper is due one week after the last day of class. If you need an extension for the research paper, you need to ask via email, explaining the reason for extension. If there is no request for extension, there will be a 5% deduction/day, after 10 days I will not accept your assignments.

PROGRAM GRADE SUBMISSION POLICY

3 weeks after the last day of class

TWU WRITING CENTRE

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit www1.twu.ca/writingcentre. For more information, visit <https://www.twu.ca/writing-centre> or contact writingcentre@twu.ca.