

## **Associated Canadian Theological Schools**

### **CLG 630/MFT 630: Counselling Diverse Populations in Family Therapy**

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Fall - 2009  
\*2\* credit hours

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September 16 - December 09, 2009  
Wednesdays 2:30 - 5:30pm

#### **I. 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 underlying 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.

#### **II. Goals**

1. To promote increased self-understanding of one's worldview, cultural-ethnic identity, values and biases, including impact of dominant cultural discourses.
2. To increase knowledge and understanding of culturally diverse populations with respect to their worldview, socioeconomic factors and interpersonal relations.
3. To develop culturally competent clinical skills in assessment, appropriate interventions, strategies and techniques within a multicultural therapeutic process.

#### **III. 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 identity 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.

## **IV. Course Textbooks**

Sue, D.W. & Sue D. (2007). *Counseling the Culturally Diverse: Theory and Practice*. (5<sup>th</sup> edition) John Wiley & Sons, Inc: Toronto

McGoldrick, Monica & Kenneth V. Hardy. (2008). *Re-Visioning Family Therapy: Race, Culture and Gender in Clinical Practice*. (2<sup>nd</sup> Edition) Guilford Press: New York.

## **V. Course Assignments**

### **1. Class Participation and Round Table Discussion – 10%**

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. Class members 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.

### **2. Personal Formation Assignment – 15%**

Think about all the different ways that your “sense of self” is constructed. We are all part of sociocultural groups which impact our personal/identity formation. Examine your own particular perspectives by selecting five aspects that describe your “sense of self” from within your cultural context. Consider the theories of identity development from the Sue & Sue text (Ch. 10&11), as well as the aspects of uniqueness and connection from McGoldrick & Hardy (Ch. 1).

***Choose five aspects that describe your “sense of self.”***

- Gender and sexual orientation
- Age/ability status
- Racial and ethnic membership
- Spiritual/religious influences
- Class/social status
- National/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.”*** 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 “self.”

**DUE:** At the time of your class presentation.

**b. Present your “self” – 5%:** 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 presentation, etc.). You will have **5-6 minutes** to present your “self” in class.  
**DUE: As per sign-up schedule.**

### 3. Novel and Cultural Presentation– 20%

Pairs of class participants will choose a novel, from the list provided, that is related to a particular cultural/diversity group. Each participant will response to a set of questions, then meet with their partner to dialogue about how the story highlights cultural aspects of that particular diversity. Together you will research the particular cultural/diversity group and identify **five aspects of diversity and 3 culturally sensitive therapeutic approaches** for the in-class round table presentation.

- a. Prepare your individual response to the novel questions that will be provided.
- b. Provide your partner with a copy of your responses.
- c. Meet as partners to share your discoveries.
- d. Prepare a 4-5 page paper, with additional literature references, which discusses the particular aspects of diversity and culturally sensitive therapeutic approaches. (10/20)
- e. In-class Round Table Presentation of **15-18 minutes** duration. (10/20)

**DUE: As per class schedule.**

### 4. Field Notes and Analysis – 25%

In this assignment, you are asked to heighten your awareness of dominant stories that bring forth differences and discrimination of minority groups and how they influence your perceptions. To do so, you are asked to be a kind of “ethnographic researcher” and collect 10 field notes, each no longer than **ONE** double-spaced page in length. These stories will be about racial origin/ethnicity, economic, gender, sexual orientation, ability/disability, or religious/spirituality diversity. You can gather your entries from a variety of sources: silent observation (“fly on the wall”), interviews, artifacts, literature and art, media scanning of TV, magazines, and newspapers, or other creative means. You are being asked to observe dominant culture stories that occur in your environment, not to divulge painful personal experiences of oppression. The purpose of the assignment is to create increased self-awareness of the influences of the dominant culture stories, how they are constructed and maintained, and how you may or may not participate in them. Your entries should include the following:

- a. Description of the event/diversity, including date, location and source.
- b. An analysis of this event with cited references from course materials (application of theory from course textbooks, articles, videos and class presentations).
- c. Brief description of the impact and your personal response to the event.
- d. Maximum assignment length, 8-10 double-spaced pages.
- e. Meet in groups of 3-4 to share your findings. Schedule time at your own convenience before due date of assignment. Indicate who was in your group.

#### **Evaluation criteria for Field notes and Analysis:**

- |   |       |
|---|-------|
| • Variety (use of diverse stories, settings, sources, and concepts)   | 10/25 |
| • Accuracy and comprehensiveness of analysis and referenced material. | 10/25 |
| • Personal impact, response and integration.                          | 5/25  |

**DUE: November 18, 2009**

**5. Research Paper/Final Exam – 30%****Prepare a 10 –12 page paper including the following aspects:**

- a. Choose a cultural group of your interest and prepare an overview including history, key concepts/particularities/challenges that pertain to mental health considerations.
- b. Review theoretical aspects of multi-cultural counselling and family systems that relate to therapeutic work with this particular minority group.
- c. Include appropriate adaptation of Western culture bound approaches to the cross-cultural context, including language, counselling process, assessment and interventions.
- d. 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 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 and coherence 5/30
- Content comprehensiveness 10/30
- Use of scholarly material 10/30
- Application to own practice of counselling diverse populations 5/30

**DUE: December 16, 2009**

**Grading Scale - Assignments**

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Class/Round Table Participation	10%
Personal Formation Assignment	15%
Novel and Cultural Presentation	20%
Field Notes and Analysis	25%
Research Paper/Final Exam	30%

**Total 100 %**

1. Students are expected to budget their time and anticipate due dates for assignments. Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Late assignments will be deducted 5% per day.
2. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the \$50 fee to the registrar. An incomplete (INC) will be entered on the student transcript until all work is completed (15 weeks maximum).
3. It is the student's responsibility to get the assignment to the instructor.
4. Students are expected to edit all written assignments to check for spelling, grammatical errors and coherence. All assignments are to be neatly typed and in APA documenting style. These factors will be incorporated into the grade.
5. **Please put your box number on all assignments.**

## **VI. Course Outline**

<i>Date</i>	<i>Topic of Discussion &amp; Readings</i>
<b>Sept. 16 (1)</b>	<p><b>Introduction</b>, Defining culture and diversity            Issues of race and power, Multicultural counselling competencies  <b>Exercise:</b> Personal awareness of cultural influences  <b>Readings:</b> Sue &amp; Sue, ch.1,2; McGoldrick &amp; Hardy, ch.1,6,8  <b>Video: Myth of Race</b></p>
<b>Sept. 23 (2)</b>	<p><b>Understanding Worldview Differences</b>            White privilege, Social injustice            Minority and majority identity development  <b>Readings:</b> S &amp; S, ch.10,11,12; Mc &amp; H, ch.10,15,20,36  <b>Video: Free Indeed</b></p>
<b>Sept. 30 (3)</b>	<p><b>Practice Dimensions of Multicultural Therapy</b>            Culture-bound theory and therapy, Barriers to multicultural therapy            Communication styles and language, Non-western healing approaches  <b>Readings:</b> S &amp; S, ch.6,7,8,9; Mc &amp; H, ch.16,19,35  <b>DUE: Personal Identity Assignments</b></p>
<b>Oct. 07 (4)</b>	<p><b>Implications of Oppression in Family Therapy</b>            Race, gender and class microaggressions            Issues of migration and relocation  <b>Readings:</b> S &amp; S, ch.4,5,21,22; Mc &amp; H, ch.3,4,7,27  <b>Video: Banging Down the Door</b>  <b>DUE: Personal Identity Assignment</b></p>

- Oct. 14 (5)**    **Counselling diverse populations;** Aboriginal  
**Readings:** S & S, ch.15; Mc & H, ch.24,34; **Guest Speaker**  
**DUE: Novel Presentation; *Aboriginal Novel***
- Oct. 21 (6)**    **Gender issues, Counselling women and men**  
**Video: Strength to Resist, Tough Guise**  
**Readings:** S & S, ch.25; Mc & H ch.21,22  
**DUE: Novel Presentation; *Gender Issues***
- Oct. 28**        **NO Class – Reading Week**
- Nov. 04 (7)**    **Counselling diverse populations;** Asian, IndoCanadian  
**Readings:** S & S, ch.16; Mc & H ch.32  
**NOTE: Class location Sikh Temple in Abbotsford**
- Nov. 11**        **NO Class – Remembrance Day**
- Nov. 18 (8)**    **Sexual minorities;** Same sex relationships  
Identity issues, coming out, family relationships  
**Readings:** S & S, ch.23; Mc & H ch.25,26; **Guest Speaker**  
**DUE: Novel Presentation; *Middle Sex***  
**DUE: Field Analysis**
- Nov. 25 (9)**    **Counselling diverse populations;** African  
**Readings:** S & S ch.14; Mc & H ch.29,30  
**Video: An African Indigenous Perspective**  
**DUE: Novel Presentation; *African Novel***
- Dec. 02 (10)**   **Counselling individuals with disabilities**  
Siblings and family relationships, grief issues  
Aging/elderly clients  
**Readings:** S & S, ch.24,26; Mc & H ch.13,31; **Guest Speaker**  
**DUE: Novel Presentation; *Expecting Adam***
- Dec. 09 (11)**   **Round Table Discussion – Collaboration on Multicultural Family Therapy**
- Dec. 16**        **DUE: Research Paper/Final Exam**

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

### **Paper Formatting**

Students need to adhere to Turabian format except in counselling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>. Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.