

**EDUC 393-3**  
**E100**  
**FOUNDATIONS OF MULTICULTURAL**  
**COUNSELLING**  
**Simon Fraser University**

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Tuesday 4:30-7:20 AQ 2002

## **PREREQUISITE**

EDUC 220 or PSYC 250

## **COURSE OUTLINE**

This course is designed to provide an introduction to multicultural counselling and human diversity with an emphasis on culture, gender, ethnicity, socioeconomic status, religion, age, and abilities. Students will be encouraged to reflect upon, examine, and discuss their own attitudes, beliefs, and group membership statuses, and how these may impact the counselling process. A critical theory perspective will be introduced in order to examine the effects of privilege, oppression, and power implicitly and explicitly associated with diverse social statuses from the personal, relational, and societal levels. Students will be introduced to the multicultural counselling competencies, which encompass the knowledge, skills, and attitudes required to become a culturally-competent counsellor.

## **OBJECTIVES**

Upon completion of this course, students should be able to:

- Articulate an understanding of common group identities and differences that may impact the counselling relationship
- Reflect upon, explore, and evaluate their own cultural beliefs, values, and biases and these intersect with the beliefs, values, and biases of their clients
- Demonstrate an understanding of complex concepts such as ethnicity, gender, socioeconomic class, age and religion in themselves and in their clients

- Articulate personal biases and blind spots that may facilitate or impede the counseling relationship and counselling process
- Demonstrate the fundamental knowledge, skills, and attitudes of the multicultural counselling competencies
- Define, compare and contrast emic and etic multicultural counselling perspectives
- Demonstrate an in-depth understanding of cultural norms, beliefs and values of at least one population that is significantly different from their own culture of origin
- Apply a decision-making model to culturally-sensitive ethical dilemmas

## EVALUATION

1. Learning Journal	20%
2. Mid-term Exam	20%
3. Immersion Group Presentation	20%
4. Multicultural Counselling Paper	20%
5. Final Exam	20%

### Learning Journal (20%)

Students will be required to keep a journal throughout the duration of the course. Journals may include reflection on classroom reading materials, classroom discussions, immersion project experiences, relevant current events, media, and other informal learning opportunities.

### Immersion Project & Class Presentation (20%)

In groups of three, students will be responsible for actively investigating multicultural issues and learning about other cultures outside of the classroom. Students will be responsible for presenting their experiences and the learning gained in an engaging classroom presentation. Each student will hand in a 2 - 3 page self-reflection paper.

### Multicultural Counselling Paper (20%)

Each student will write a 5 – 6 page academic paper drawing from the literature on counselling issues related to a particular cultural group. Students will be expected to demonstrate their own critical thinking skills and make relevant personal comments and observations as part of the paper.

### Mid-term Exam (20%) and Final Exam (20%)

Students will be required to demonstrate part of their learning through a mid-term and final exam based on the readings and in-class discussions.

## **REQUIRED READINGS**

### Textbook

Robinson, T. L. (2005). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Upper Saddle River, New Jersey: Pearson Education.

### Examples of On-line Journal Articles

Arredondo, P. & Toporek, R. (2004). Multicultural counseling competencies = ethical practice. *Journal of Mental Health Counseling*, 26(1), 44-55.

Burr, J. & Chapman, T. (2004). Contextualizing experiences of depression in women from South Asian communities: A discursive approach. *Sociology of Health & Illness*, 26(4), 433-452.

Constantine, M. G. (2002). The intersection of race, ethnicity, gender, and social class in counseling: Examining selves in cultural contexts. *Journal of Multicultural Counseling and Development*, 30, 210-215.

Croteau, J. M., Talbot, D. M., Lance, T. S., Evans, N. J. (2002). A qualitative study on the interplay between privilege and oppression. *Journal of Multicultural Counseling and Development*, 30, 239-258.

Liu, W. M., Solek, G., Hopps, J., Dunsten, K., & Picket, T. (2004). A new framework to understand social class in counseling: The social class worldview model and modern classism theory. *Journal of Multicultural Counseling and Development*, 32, 95-122.

Popadiuk, N. E. & Arthur, N. (2004). Counseling international students in Canadian schools. *International Journal for the Advancement of Counseling*, 26(2), 125-145.

## **COURSE TOPICS**

- Multicultural Competencies -- knowledge, skills & attitudes
- Multicultural Counselling Theories
- Collectivist - Individualistic Continuum
- Intersection of Diversity: Ethnicity, Gender, Social Class
- Stereotyping, Privilege, & Oppression
- Counselling People from Asian/Chinese-Canadian Communities
- Counselling People from Southasian/Indo-Canadian Communities
- Counselling People from First Nations/Aboriginal Communities
- Counselling International Students
- Social Justice/Advocacy
- Ethical Dilemmas in Multicultural Counselling