

## **ECC 646: Critical Approaches to Diversity in School Counselling**

### **School of Education and Leadership**

3 Credits

Effective Date: 4/1/2022

Grading Type: Decimal

Pre-requisite or Co-Requisite: None

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

### **Faculty Information**

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

### **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

This course offers an introduction to the theory, ethics, and practice of counselling diverse populations in schools. Students critically analyze the sociocultural context of counselling and the influence of both counsellor and systemic bias on case conceptualization and treatment planning. Therapeutic cultural competence is developed through rigorous exploration of students' culture-bound identities, experiences, values, and beliefs. Topics examined include culture, ethnicity, gender, sexuality, intersectionality, power, privilege, and ethics.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Develop an understanding of cultural competence and professional practice.
- Apply informed awareness of the multiple dimensions of culture and diversity in the community.
- Integrate the understanding of many dimensions of culture and diversity and influence of bias, into one's own worldview.
- Analyze the role of school leaders and their influence on the educational system.

## Program Learning Outcomes

- Advocacy processes: Address institutional and social barriers, including issues of diversity and inclusion, that impede access, equity and success for students.

## Core Concepts, Knowledge, and Skills

- Developing a research focus
- Accessing and evaluating research
- Critically engaging with scholarly research
- Building a bibliography to explore research topics
- Using APA formatting and academic writing conventions
- Applying technology skills for research

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

## Course Assignments and Grading

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Cultural Reflection: My Culture	40%
Diversity, Education, and School Counselling: Group Presentation	30%
Participation and Engagement	30%
<b>TOTAL</b>	<b>100%</b>

### Cultural Reflection: My Culture (40% of Final Grade)

Students reflect on the multiple dimensions of culture in their own lives, their schools, and how it is reflective of the broader culture using concepts learned in class. Students describe their family of origin, including cultural aspects, personal experiences, biases, and reflect on how their worldview contributes to their ability to interact with the diverse students, staff, families, and greater community to advocate for student success.

Students explore and discuss the following:

1. A description of experiences based on cultural background, and/or biases stemming from childhood, youth, and early adult years. A discussion of values and beliefs as inspired by one's unique diverse background, including one's experiences in the contexts of community, religion, lifestyle, immigration, and/or socioeconomic status, and other factors/facets of difference.
2. Examine how personal values and beliefs change over time through one's development. Critically engage with one's own worldview.
3. Reflect on how one's worldview influences interpersonal and/or working relationships. How might this impact one's ability to serve students as a teacher, counsellor, or school leader?

For this assignment, students can use one of the dimensions of the RESPECTFUL model to explore in this paper.

*Learning Outcomes:*

- *Develop an understanding of cultural competence and professional practice*
- *Apply informed awareness of the multiple dimensions of culture and diversity in the community*
- *Integrate the understanding of many dimensions of culture and diversity and influence of bias, into one's own worldview*

<b>Grading criteria</b>	<b>% of Grade</b>
Self-awareness	30%
Analysis of how culture informs perspective	30%
Reflexivity and praxis	30%
Overall clarity	10%
<b>TOTAL</b>	<b>100%</b>

### **Diversity, Education, and School Counselling: Group Presentation (30% of Final Grade)**

Drawing on concepts and approaches discussed in the course, students prepare an in-class presentation on the critical approaches to diversity in their professional context. The main goal of the assignment is to explore advocacy and promoting inclusion in an educational setting. Students situate the concepts and complexities discussed in class within the professional context (they consider educational context and the roles of school counsellors, educators, and leaders) and consider how they can have a practical impact within their context.

*Learning Outcomes:*

- *Develop an understanding of cultural competence and professional practice*
- *Apply informed awareness of the multiple dimensions of culture and diversity in the community*
- *Analyze the role of school leaders and their influence on the educational system*
- *Advocacy processes: Address institutional and social barriers, including issues of diversity and inclusion, that impede access, equity and success for students*

<b>Grading criteria</b>	<b>% of Grade</b>
Focus of the presentation	20%
Advocacy processes	50%
Application of relevant course concepts	10%
Presentation and academic practices ( <i>including the discussion facilitation and handouts/resources</i> )	20%
<b>TOTAL</b>	<b>100%</b>

### **Participation and Engagement (30% of Final Grade)**

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

<b>Grading Components</b>	<b>% of Grade</b>
<b>Participation and Engagement</b> <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	<b>100%</b>
<b>TOTAL</b>	<b>100%</b>

## Course Policies

### Declaration of Inclusion

CityU Canada’s Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəy̓əm (Musqueam), sə́lilwətaʔt (Tsleil-Waututh), and Sk̓wxwú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

## University Policies

Students are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from

discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.ed](mailto:help@cityu.ed) to request a username and password.