



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 902: CULTURE AND COMMUNITY: UGANDA
SPRING - 2010**

DATES: APRIL 30- MAY 15
Instructor: Teresa McDowell, EdD
Office: Rogers Hall 310

CATALOGUE DESCRIPTION

An intensive international or intercultural immersion course designed to raise awareness of issues in personal and community well-being in a particular community or region. After pre-visit briefings and readings, students visit professionals at schools, clinics, and NGOs to learn about cultural and social realities of the community or region. The visit is followed by systematic reflection on implications for local practice and the understanding of one's own self and society. Interdisciplinary approaches and interprofessional collaboration are emphasized.

COURSE DESCRIPTION

This course explores contextual self-of-the-therapist, counselor, and/or educator and enhances cultural competence through immersion into another culture. Participants begin meeting several months before the immersion trip to gain cultural knowledge of the country they will be visiting. This includes searching and reading literature, sharing information with each other, attending related cultural events, meeting with the in-country guide when possible, and preparing in other ways as needed. Each participant is encouraged to deeply consider her or his own "growing edges" relative to cultural competence and to track these throughout the experience. The trip itself includes learning from professionals through lectures, engaging in cultural events, collaborating with professionals learning systems theory and application, evaluating cross-cultural education, and so on. Particular attention is paid to HIV/AIDS training, Family Systems training, indigenous counseling and education, and the transferability of professional knowledge from one country to another.

The course includes cross-training of Ugandan counselors and US counselor and education students. The trainings will occur at Virika Hospital in Fort Portal, Uganda. Leads for the project are Dr. Paschal Kabura, director of Bishop Magambo Counsellor Training Institute (BMCTI) and head of Virika Hospital's Mental Health Department and Dr. Teresa McDowell, coordinator of the Lewis & Clark Marriage, Couple and Family Therapy (MCFT) graduate program in Portland, Oregon, USA.

BMCTI runs four academic programs all of which are accredited by Faculty of Health Sciences of Uganda Martyrs University, Nkozi. These include a master's program, a diploma program,

and two certificate programs, including an HIV/AIDS counselling certificate program. BMCTI also provides counselling services, organizational consultations, conflict management, and self-help groups. In addition to time spent at BMCTI, students will visit at least one local NGOs and school.

During this course, students and faculty will prepare and deliver a 2-week (8-day) workshop in family systems to Ugandan counselors interested in family work. This will include a focus on educational methods, cross-cultural education, family systems, and counseling. During this time, Drs. Kabura and McDowell will work with an advisory group of counselors attending the workshop to assess training needs and cultural adaptation of materials presented. The training will be lead by Dr. McDowell in collaboration with 8-10 Lewis & Clark students. This will offer students an opportunity to help plan and deliver an international training while developing multicultural competence. Materials for the training will be identified and brought on CD's with the US group.

Lewis & Clark students will be offered a variety of counseling and education related training opportunities while at BMCTI including lectures on HIV/AIDS counseling, sitting in on counseling children with HIV/AIDS, counseling from an African centered perspective, considering educational practices in Uganda, and job shadowing Ugandan counselors when possible.

Prior to going to Uganda, US students will read materials, attend discussion groups, and engage in other activities aimed at understanding counseling from an African centered perspective. Each student will also prepare to deliver one training module while in Uganda. Trainings will be interactive and skill based, focusing on systems theory drawing from the following: families within community, critical genograms/life-maps, ecosystem maps, Structural Family Therapy, resilience, Solution-Oriented/strength based family therapy, the Cultural Context model, and Narrative Family Therapy.

Throughout this course, we will use an anti-colonial, critical multicultural, transnational lens to understand ourselves in relation to global issues, as well as power and cultural issues between countries.

COURSE OBJECTIVES

Participation in this course will:

1. Challenge cultural encapsulation;
2. Encourage developing cultural meta-perspectives;
3. Expand participants' repertoires for potential solutions to individual, family and community problems and education;
4. Prepare and deliver educational/training modules to Ugandan colleagues;
5. Be encouraged and given opportunities to dismantle own biases and stereotypes;
6. Be asked to deeply consider U.S. privilege relative to global relations;
7. Develop a stronger sense of global responsibility;
8. Increase humility and self-awareness; and

9. Gain knowledge about the life world of specific groups.

It is expected that moving in the direction of these goals will improve the quality of each participant's work in her or his local context with members of groups who are both similar and different from oneself.

COURSE REQUIREMENTS

1. Attend pre-trip meetings;
2. Prepare for journey through researching various aspects of the culture you are visiting;
3. Complete all required pre-journey tasks (e.g., passport, visa, medical care, information sheets, etc.)
4. Attend all activities during the immersion journey;
5. Be a responsible and accountable to the group and to our hosts;
6. Maintain openness to the experience;
7. Prepare and deliver a training module while in Uganda;
8. Participate in HIV/AIDS training in Uganda; and
9. Complete a 5-7 page paper when you return that describes how you will apply what you learned to practice in your professional field.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

APPLICATION PROCESS

There are a limited number of seats available for this course. All interested students will need to complete an application and interview. Permission numbers will be offered based on: Order in which interest/applications are received, readiness for international immersion, good standing in the graduate school, and potential to make a contribution to the training program.

TEXTS AND MATERIALS

Readings will be determined and completed by group members prior to the trip. Please visit www.moodle.lclark.edu each week to access reading materials and information about the course. You will be given a course password in an email from the instructor.

COURSE EVALUATION

Evaluation for this course will be based on participation. Active participation in trip preparations, being present for all lectures and learning opportunities, and contributing to the group presentation are foundational to passing the course. Each student will be graded on the quality of preparation and delivery of her/his training module (50 points), participation in pre-course readings and discussions (20 points), participation in dialogue while traveling (20 points) and participation in post-trip journaling and presentation (10 points). A = 92-100; A- = 90-92; B+ = 87-88; B = 84-86; B- = 80-83.

COURSE SCHEDULE

The course schedule is flexible according to the needs and availability of our hosts. However, the following will offer a general sense of the activities we are likely to engage in and the dates for each. The following is a tentative plan for travel:

April 30-May1: Travel from Portland to Ft. Portal via Entebbe/Kampala

May 2: Rest and prepare for workshop

May 3-6: Deliver first 4 days of workshop while L&C students also receive training at BMCTI.

May 7-8: Local tours and activities

May 9-12: Deliver last 4 days of workshop and final training for L&C students at BMCTI.

May 13-14: Visit Queen Elizabeth National Park

May 15-16: Travel from Ft. Portal to Portland via Kampala/Entebbe

Visits to other agencies, schools, and/or NGOs will be scheduled between the above activities while in Fort Portal.

PEDAGOGY

International courses rely heavily on informal, experiential learning. While study groups and readings will help prepare students, the key to deep cultural learning is processing and engaging in ongoing dialogue that reflects on self-in-context relative to in-country experience. All students are expected to openly and enthusiastically engage in daily dialogue groups throughout the trip. Written reflections may also be required during and after the travel experience.

REQUIRED READINGS

Each student will be responsible to complete a literature review on her/his workshop topic which can be carried to Uganda on a CD. This literature review must include available information related to the topic relative to Uganda/Africa.

In addition, students will be required to read and be prepared to discuss at least six of the following articles on Ugandan culture and international issues:

AvaiKigozi, F. & Ssebunnya, J. (2009). Integration of mental health into primary health care in Uganda: opportunities and challenges. *Mental Health in Family Medicine*, 6 (1), 37-42.

Bacigalupe, G., (1998). Cross-cultural systemic therapy training and consultation: A post-colonial view. *Journal of Systemic Therapies*, 17(1), 31-44.

Bakkar, T. & Snyder, F. (1999). The (hi)stories we live by: Power/knowledge and family therapy in Africa. *Contemporary Family Therapy*, 21(2), 133-154.

Borstnar, J., Bucar, M., Makovec, M., Burck, C., & Daniel, G. (2005). Co-constructing a cross-cultural course: Resisting and replicating colonizing practices. *Family Process*, 44(1), 121-131.

Kaslow, F. (2000). History of family therapy: Evolution outside of the U.S.A. *Journal of Family Psychotherapy*, 11(4), 1-35.

McDowell, T., Fang, S., Griggs, J., Speirs, K., Perumbilly, S. & Kublay, A., (2006). International dialogue: Our experience in a family therapy program. *Journal of Systemic Therapy*.

Nwoye, A (2000). Sources of gain in African Grief Therapy. (AGT). . *Journal of Family Psychotherapy*, 11(1), 59-72.

Packman, (1998). Education and therapy in cultural borderlands: A call for critical social practices in human services. *Journal of Systemic Therapies*, 17(1), 18-30.

Roby, J. & Shaw, S. (2008). Evaluation of a Community-Based Orphan Care Program in Uganda. *Families in Society*, 89 (1), 119-128.

Seeley, J, Wolfe, B, Kabunga, E, Tumwekwase, G. & Grosskurth, (2009). 'This is where we buried our sons': people of advanced old age coping with the impact of the AIDS epidemic in a resource-poor setting in rural Uganda. *Ageing & Society*, 29 (1) 115-134.

Namanya, B. (2008). Spousal assault and the Child and Family Protection Unit (CFPU) of the Uganda Police Force.. *Police Practice & Research*, 9 (1), 31-41.

Sliep, Y. & Weingarten, K. (2004). Narrative Theatre as an Interactive Community Approach to Mobilizing Collective Action in Northern Uganda. *A.Families, Systems, & Health*. 22(3), 306-320.

Wieling, E., & Mittal, M. (2002). Expanding the horizons of marriage and family therapists: Towards global interconnectedness. *Journal of Feminist Family Therapy*, 14(1), 53-62.