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CAS 140X.50: Addictions and Diversity

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MISSOULA COLLEGE SPRING 2022
CAS 140 X
Diversity and Addictions
COURSE SYLLABUS
PROFESSOR: Katie Smith, MSW, LAC

I. CONTACT INFORMATION

- **Virtual Office Hours:** By appointment

- **Email:** katie.smith@mso.umt.edu
 - **Please** email from your **student account** (i.e. **umontana.edu**) **only**.
 - **In the subject line of every email**, please indicate the current course, section, and **your purpose**. **Ex: CAS140X Sec 01C, Exam 1 question.**

If you do NOT follow the above format, there may be a delay in my response. However, my commitment is to respond to emails within 24 hours (no later than 36) when received Mon – Fri. **Please expect delays on evenings, weekends, and holidays**

Textbooks and Readings

Required Text:

Lee, T. (2015). *Embracing diversity: Treatment and care in addictions counseling*. Cognella, Inc.

Additional Required Readings: Journal articles and web-based reading assignments will also be required throughout the course of the semester posted in the Moodle shell. Several required readings are from the texts listed below (these will be provided to you within the Moodle shell).

Lawson, A. W., & Lawson, G. W. (2011). *Alcoholism and substance abuse in diverse populations* (2nd ed.). Proed.

Robinson-Wood, T.L. (2016). *The convergence of race, ethnicity, and gender: Multiple identities in counseling* (5th ed.). SAGE Publications, Inc.

Course Description:

This course is foundational, introducing diversity from a much broader perspective than race or ethnicity; exploring a broad spectrum of cultural and diversity issues and their impact on client–counselor relationships where addiction and trauma may be experienced. Students learn the fundamentals issues encountered by individuals experiencing substance misuse and dependency.

This course examines the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of alcohol/drug problems and the relationship to multicultural competency of those working with these individuals. Students taking this course will review the unique variables of onset, prevention, treatment and recovery of addiction within diverse populations, focusing on application of culturally sensitive social intervention strategies.

In addition, commonly encountered cultural obstacles to traditional substance use disorders (SUD) counseling are examined from historical perspectives and global perspectives. Students will explore ways to develop an increased cultural sensitivity approach to existing counseling techniques/services and other human services. An important course emphasis is when to refer individuals to alternative culturally specific services. The text and readings provide information about dominant cultural beliefs and values in the United States and other countries as well as the historical background of specific populations, including immigrants, refugees, and 1st/2nd generation individuals who live in bicultural worlds. While this course explores substance misuse, students are expected to explore their own perceptions of their worldview that may also include bias or insensitivity to those they encounter. Then, students discuss multiple ways in which to improve areas of insensitivity or bias. Deep introspection is part of the process of comparing values of multiple cultural perspectives and assessing ways to be more aware of ethnocentric world views that may inhibit intercultural communication in counseling settings.

Course Objectives/Educational Outcomes:

Successful completion of course objectives and educational outcomes are evidenced by demonstrated appropriate knowledge, skill and behaviors in class discussions and applied exercises, as well as homework/discussion forum assignments and exams. In successfully completing this course, students will be able to:

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.
4. Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations
5. Define the specific core issues, challenges and factors associated with each group,
6. Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions;
7. Discuss issues sometimes noted as 'resistance to treatment' in a manner that demonstrates cultural awareness (i.e., verbal and nonverbal behaviors, barriers to treatment, etc.);
8. Identify their own culture and values, and assess how one's own identity contrasts and interacts with those different from one's self;
9. Understand the process of becoming culturally competent and identify areas of needed personal growth;
10. Identify and assume an informed position in addiction counseling regarding selected ethical dilemmas and legal issues that challenge clients and families who are struggling with substance abuse.

11. Discuss appropriate social intervention strategies that are evidence based and culturally relevant for each group studied.

ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES:

Your grade in this class is weighted on the following scale:

Introduction Forum	50
Discussion Forum Primary Post (2 @ 75 points each)	150
Discussion Forum Response Posts (10 @ 25 points each)	250
Course Overview Quiz	25
Exam 1	50
Exam 2	75
Exam 3	100
TOTAL	700

Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

93-100% A	73-76% C
90-92% A-	70-72% C-
87-89% B+	67-69% D+
83-86% B	63-66% D
80-82% B-	60-62% D-
77-79% C+	< 60% F

If an assignment is deleted [which is my option], then the total will be adjusted accordingly.

A **successful assignment** is submitted on time, written clearly, contains few or no grammatical or spelling errors; addresses all required components, utilizes assigned reading, discussions, and demonstrates independent thinking and effort on the part of the student. The student has the responsibility to obtain assignment details discussed in class.

1. Exams:

- All exams are administered online, through Moodle.
- There is one (1) course overview quiz and three (3) exams that will cover assigned readings. Each exam may include multiple choice, short answer, matching, essay, or true/false. See each exam for details; they are of varying length and point values.
- You must take the exam **independently**. Taking the exam with anyone else is **a violation of the Student Conduct Code**. See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.
- **NO LATE EXAMS WILL BE ACCEPTED!** (Please see exceptions below, under the “Late and make-up Work Policy.”)
- I will **not** make **alternative arrangements** to **give any exams early due to travel** plans, work, school projects, or other courses’ requirements. Remember this is an internet course, so you will be responsible to have adequate internet

service. **Traveling to areas with lack of service does not qualify as excusable situations for late assignments.** Please be aware of this policy.

2. **Discussion Forums**

- You are required to complete **11 discussion forums**. The introduction forum is worth 50 points and requires a primary post and a minimum of two response posts. You are required to complete primary posts for 2 of the remaining 8 discussion forums and complete response posts for all 8 of the remaining discussion forums. Primary posts are worth 75 points each; response posts are worth 25 points each.
- You must submit your **1st direct response to the DQ prompt** by the **first due date** listed in the course timeline. Then, you are required to post thoughtful and expansive responses to at least **2 others** by the **2nd deadline**.

II. **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.
 - **Missoula College students**: Contact (406) 243-7931
 - **Mountain campus students**: Contact DSS at (406) 243-2243
- I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, **the student must provide DSS documentation before the assignment is due** so reasonable accommodations can be made. For more information, please consult DSS.

III. **LATE and MAKE-UP WORK POLICY:**

I do not accept late assignments or make-up work. In an asynchronous, online course, discussion questions are meant to substitute in-class discussions. If you are late posting, it is like missing class and the benefit of participating is diminished. This makes it difficult to make-up the types of assignments in this course.

Students are expected to complete assignments by the due date, however, I understand that from time to time, unexpected circumstances and emergencies arise. Exceptions to this policy may be granted on a case-by-case basis; please be aware of the following:

- Requests for an extension/exception to the late assignment policy must include the following:
 - Email request with appropriate subject line must be sent **PRIOR** to the assignment due date and include:
 1. Reason for request
 2. A draft of your assignment in progress
 3. Documentation if the request is related to an emergency
 - **Requests that do not include this information will not be approved.**
- If your request is approved, late assignments will incur an automatic 1-point deduction for each day following the due date. If you’re a minute late, you’re a day late...so don’t be late.
 - If you have a documented emergency, there will not be a point deduction.

- Assignments later than one week will not be accepted.
- **IMPORTANT: Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment.** Moodle can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also use a colleague's computer, go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time.** It is in your best interest to be organized, plan, and not procrastinate.

IV. DROP POLICY

According to UM's [Academic Policies and Procedures](#), beginning the of the semester(i.e.) through the last regular class day (i.e. before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. Note that **not all petitions are approved and documented justification is required**). Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript. For more information on important dates, see the Academic calendar.

V. INCOMPLETE POLICY

A grade of Incomplete (I) **MAY** be given when, **in the opinion of the instructor**, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's [Academic Policies and Procedures](#)).

VI. STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, research credit papers, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments must be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. Cheating or plagiarism will result in **FAILURE** (that is, a zero or an "F") on the assignment, at minimum, and it will be reported to Department Chair and/or the academic Dean. The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College's [Academic Support Center](#) (243-7826).

VII. NETIQUETTE

Online classes offer a unique element to the interactions between you, your fellow students, and me. For example,

- Missing in this written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language,

voice tone, eye contact, appearance, etc. Everything that we would use to understand the “emotionality” of the words is simply not present either.

- there are also cultural differences (due to age, ethnicity, gender, religion, etc...) in what people may think would be appropriate to share in online interactions. **Do not assume that everyone has the same understanding of all words.**

Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. “Netiquette” is the set of recommended goodmanners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

- **Be mindful of your language.**

- **Avoid all slang, rude comments, threats, profanity, and disrespectful comments.** For example: “That’s STUPID!” “What are you--Blonde?” “Are you *serious*?” “Everyone knows (*fill in the blank*).” “I can’t believe you’d think that...”
- **Avoid sarcasm or humor.** What may seem funny to us may be not so funny to others. If you are not sure what sarcasm is, ask. If you think it might be but are not sure, do not post it.
- If you feel particularly strongly about a point, it may be best to write it first and at a later time, review it prior to posting it in order to remove any strong language.
- Keep your responses G-rated, so that you would not mind sharing them with your grandmother.

The bottom line: This is an educational setting. Please write in a **technical** and **professional** format.

- **Do not use “netspeak.”**

- “Netspeak” is a style of writing that is unique to social media. This is an **educational setting**, so accordingly, do not use language, grammar or punctuation that is typical in a social media setting. For example:
 - do not use emoticons to express emotions, i.e. :-). Even writing something and adding “(ha ha)” is not appropriate.
 - DO NOT TYPE IN ALL CAPS. It is often considered the same as yelling in person.
 - do not use excessive exclamation points, e.g. “I disagree!!!!.”
 - do not use acronyms, such as BRB (be right back), L8R (later), LMAO, etc...
- **You should use language and grammar that is expected in a college level course**, including appropriate sentence structure and punctuation.
- **Proofread and spell check before posting responses or turning in your assignments. I will take points away for poor grammar and spelling.**
- Please be mindful of these guidelines in your emails, as well. I will send your email back if it does not meet these standards.

- **Be respectful and encouraging.**

- Please be respectful and encouraging to all members of the class and to the instructor.
- This is to be a **positive, supportive** environment so students can feel

comfortable as they ask questions and make mistakes. It is OK to disagree, but please be **courteous**. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.

****IMPORTANT: Any deviation from this policy will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, the Administration may become involved. Also, I reserve the right to remove any inappropriate posts and deduct points accordingly.**

VIII. ONLINE PRIVACY POLICY

- **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
- **Email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

COURSE TIMELINE:

Please see the course timeline posted on Moodle. This timeline is tentative depending on availability of guest speakers, university calendar, and any other unforeseen events that may occur. The course timeline is organized by the week. It is a "suggested" timeline regarding lecture topics.