

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 2021-2025

Fall 9-1-2022

CAS 140X.50: Diversity and Addictions

Jennifer Kate Smith

University of Montana, Missoula, katie.smith@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

Let us know how access to this document benefits you.

Recommended Citation

Smith, Jennifer Kate, "CAS 140X.50: Diversity and Addictions" (2022). *University of Montana Course Syllabi, 2021-2025*. 885.

<https://scholarworks.umt.edu/syllabi2021-2025/885>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

CAS 140X: Diversity and Addictions
Missoula College - Fall 2022 - 3 Credits
Instructor: Katie Smith, MSW, LCSW, LAC
E-mail: katie.smith@mso.umt.edu
Office Hours: by appointment
Class Time: online asynchronous

COURSE DESCRIPTION

IMPORTANT: These course details are subject to change without notice. Students must refer to the course Moodle page for current assignment details, course policies, and additional information.

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 & STUDENT LEARNING GOALS

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.

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.

ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

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

Introduction Forum	50
Discussion Forum Primary Post (3 @ 60 points each)	180
Discussion Forum Response Posts (12 @ 20 points each)	240
Course Overview Quiz	30
Exams (2 @ 100 points each)	200
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

Always check the Gradebook in Moodle to be sure that your grade is posted correctly. 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. All assignments should be written in academic/professional language (free of slang, offensive, threatening, and foul language). If you have questions about this, seek clarification from me **PRIOR** to the due date. If you believe your assignment requires the use of non-academic/professional language, contact me **PRIOR** to the due date to discuss. Assignments that lack professional/academic language may result in a lowered grade and/or a request to re-do the assignment. The student has the responsibility to obtain assignment details and seek clarification, as needed.

1. Exams:

All exams are administered online, through Moodle. There is one (1) course overview quiz two (2) exams that will cover assigned Moodle content (textbook, supplemental readings, videos, podcasts, etc.).

Read and follow the instructions for each exam carefully; they may differ in length (time allowed) and point values. This will be clearly communicated in the instructions.

Exams must be taken independently; taking the exam with anyone else is a violation of the Student Conduct Code (see below for details).

Late exams are not accepted. See exceptions below, under the “Late and Make-Up Work Policy”.

Openness and willingness are two important attitudes for addiction professionals, as outlined in SAMHSA’s TAP 21, Addiction Counseling Competencies. Should you wish to challenge an exam question, email me within one week from the close date of the exam, with evidence to support your challenge, and I will consider re-grading the exam.

2. Discussion Forums

- You are required to complete **13 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 3 of the remaining 12 discussion forums and complete response posts for all 12 of the remaining discussion forums. Primary posts are worth 60 points each; response posts are worth 20 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**.

ATTENDANCE & PARTICIPATION:

Regular online check-ins and participation are critical and mandatory. You are expected to be accessing your Moodle page multiple times throughout the week for success in integrated learning and course participation.

MOODLE

This course is managed through Moodle. To access Moodle, go to <http://umonline.umt.edu/> and click the “Moodle NetID Login” button.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE. I will work with you and ODE to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, the student must provide ODE documentation *before* the assignment is due so reasonable accommodations can be made. For more information, please consult [ODE](#).

LATE and MAKE-UP WORK POLICY:

I do not accept late assignments or make-up work. 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 must be sent **PRIOR** to the assignment due date and include:
 - An appropriate subject line
 - Reason for request
 - A draft of your assignment in progress
 - Documentation if the request is related to an emergency, illness or injury, religious observance, participation in a university sponsored activity, or are engaged in military service.
 - Your proposed plan to complete the missing work, including a proposed revised due date.
 - Requests that do not include this information will not be approved.
- If your request is approved, late assignments will incur an automatic 5%-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, illness or injury, religious observance, participation in a university sponsored activity, or are engaged in military service, there will not be a point deduction.
- In emergency circumstances that do not allow prior notification, students must notify me within 48-hours of the missed deadline.
- 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.

DROP POLICY

According to UM's [Academic Policies and Procedures](#), beginning the 46th instructional day of the semester through the last regular class day 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 [Important Dates and Deadlines](#).

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](#)).

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 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).

OTHER STUDENT RESOURCES

1. For students needing academic counseling, call Missoula College Retention Coordinator/Advising Facilitator at 243-7878.
2. The Writing Center exists to help all UM students improve as writers as they pursue their academic and professional goals. We provide free writing instruction through one-on-one tutoring and in-class workshops. Visit their website at: http://www.umt.edu/writingcenter/welcom_about.htm
3. Maureen and Mike Mansfield Library The Mansfield Library provides information resources to meet the needs of the University of Montana students. The library features

state-of-the-art electronic access to information and a collection of over 1.5 million volumes. The library is open 7 days a week.

COURSE CALENDAR

Please note, this is a tentative course calendar. Course topics and due dates are subject to change. Changes will be communicated and posted on Moodle.

Wk:	Date:	Readings, Assignments	Due Dates All assignments due by 11:59PM
1	8/29-9/2	<p><u>Introduction and Overview</u></p> <p>Read/Do:</p> <ul style="list-style-type: none"> • Make your way through all content on Home Page and Week 1 Page in Moodle (see Moodle for details) • Watch overview videos and follow instructions (posted to Moodle) • Read Textbook (Lee, 2015) Introduction • Supplemental content posted to Moodle <p>Assignments:</p> <ul style="list-style-type: none"> • Required, but Ungraded Not So “Fun Facts” Trivia • Discussion Question #1: <i>Introduction Forum</i> • Course Overview Quiz 	<p>Not So “Fun Facts” Trivia</p> <ul style="list-style-type: none"> • Available from Mon. 8/29 through Fri. 9/2 <p>DQ #1</p> <ul style="list-style-type: none"> • Primary Post: Fri. 9/2 • Responses: Tues. 9/6 <p>Course Overview Quiz (1 hour)</p> <ul style="list-style-type: none"> • Posted Wed. 8/31 • Due Wed. 9/7
2	9/5-9/9 <i>No Classes Mon. 9/5 Labor Day</i>	<p><u>Diversity Concepts</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lee (2015) Chapter 1: Diversity Concepts and a Discussion of Racism • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #2: <i>Racism</i> 	<p>If you have not taken the Course Overview Quiz from week one, do so by Wed. 9/7</p> <p>DQ #2</p> <ul style="list-style-type: none"> • Group A Primary Post: W. 9/7 • Responses: Fri. 9/9
3	9/12-9/16	<p><u>Privilege</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lee (2015) Chapter 2: What It Means to Be White and Privileged • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #3: <i>Multiculturalism</i> 	<p>DQ #3</p> <ul style="list-style-type: none"> • Group B Primary Post: W. 9/14 • Responses: Fri. 9/16
4	9/19-9/23	<p><u>Microaggressions</u></p> <p>Read:</p>	<p>DQ #4</p> <ul style="list-style-type: none"> • Group C Primary Post: W. 9/21

		<ul style="list-style-type: none"> Lee (2015) Chapter 3: Microaggressions Against Marginalized Groups Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> Discussion Question #4: <i>Microaggressions</i> 	<ul style="list-style-type: none"> Responses: Fri. 9/23
5	9/26-9/30	<p><u>American Indians/Alaskan Natives</u></p> <p>Read:</p> <ul style="list-style-type: none"> Lee (2015) Chapter 5: American Indians <ul style="list-style-type: none"> Note: we skip chapter 4 and move into chapter 5 (we will read chapter 4 next week) Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> Discussion Question #5: <i>American Indians</i> 	<p>DQ #5</p> <ul style="list-style-type: none"> Group D Primary Post: Wed. 9/28 Responses: Fri. 9/30
6	10/3-10/7	<p><u>Black/African Americans & Arab Americans</u></p> <ul style="list-style-type: none"> Lee (2015) Chapter 4: Black/African Americans Lee (2015) Chapter 6: Arab Americans Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> Discussion Question #6: <i>Culture of Recovery</i> 	<p>DQ #6</p> <ul style="list-style-type: none"> Group A Primary Post: W. 10/5 Responses: Fri. 10/7
7	10/10-10/14	<p><u>Asian Americans and Pacific Islanders, and Latino Americans</u></p> <p>Read:</p> <ul style="list-style-type: none"> Lee (2015) Chapter 7: Asian Americans and Pacific Islanders Lee (2015) Chapter 8: Latino Americans Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> Discussion Question #7: <i>Model Minority Myth</i> 	<p>DQ #7</p> <ul style="list-style-type: none"> Group B Primary Post: W. 10/12 Responses: Fri. 10/14
8	10/17-10/21	<p><u>Exam 1 Review</u></p> <p>Assignment:</p> <ul style="list-style-type: none"> Exam #1 	<p>Exam #1 (2 hours)</p> <ul style="list-style-type: none"> Posted Mon 10/17 Due Fri. 10/21
9	10/24-10/28	<p><u>Women</u></p> <p>Read:</p> <ul style="list-style-type: none"> Lee (2015) Chapter 9: Women Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> Discussion Question #8: <i>Women</i> 	<p>DQ #8</p> <ul style="list-style-type: none"> Group C Primary Post: W. 10/26 Responses: Fri. 10/28
10	10/31-11/4	<p><u>Adolescents, Young Adults, and Older Adults</u></p> <p>Read:</p>	<p>DQ #9</p> <ul style="list-style-type: none"> Group D Primary Post: W. 11/2

		<ul style="list-style-type: none"> • Lee (2015) Chapter 10: Adolescents and Young Adults • Lee (2015) Chapter 11: Older Adults • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #9: <i>Older Adults Case Study</i> 	<ul style="list-style-type: none"> • Responses: Fri. 11/4
11	11/7-11/11 <i>No Classes Tu. 11/8 Election Day Fri. 11/11 Veteran's Day</i>	<p><u>Co-Occurring Disorders & Criminal Justice System</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lee (2015) Chapter 12: Persons with Co-Occurring Disorders • Lee (2015) Chapter 13: Persons within the Criminal Justice System • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #10: <i>Criminal Justice</i> 	<p>DQ #10</p> <ul style="list-style-type: none"> • Group A Primary Post: Th. 11/10 • Responses: Mon. 11/14 • <i>Due dates changed due to holidays</i>
12	11/14-11/18	<p><u>Disabilities & Economically Disadvantaged</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lee (2015) Chapter 14: Persons with Disabilities • Lee (2015) Chapter 15: Persons who are Economically Disadvantaged • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #11: <i>Ableness</i> 	<p>DQ #11</p> <ul style="list-style-type: none"> • Group B Primary Post: W. 11/16 • Responses: Fri. 11/18
13	11/21-11/25 <i>No Classes W. 11/23 Th. 11/24 F. 11/25 Thanksgiving</i>	<p><u>LGBTQ & Military</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lee (2015) Chapter 16: Persons Who Identify as Lesbian, Gay, Bisexual, Transgender, and Questioning • Lee (2015) Chapter 17: Persons within the Military • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #12: <i>Intersectionality Case</i> 	<p>DQ #12</p> <ul style="list-style-type: none"> • Group C Primary Post: W. 11/23 • Responses: Mon. 11/28 • <i>Due dates changed due to holidays</i>
14	11/28-12/2	<p><u>Working with Diverse Populations</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lee (2015) Chapter 18: Multicultural and Addiction-Related Counseling Competencies • Supplemental content posted to Moodle <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion Question #13: <i>Working with Diverse Populations</i> 	<p>DQ #13</p> <ul style="list-style-type: none"> • Group D Primary Post: W: 11/30 • Responses: Fri. 12/2
15	12/5-12/9	<p><u>Exam 2 Review</u></p>	<p>Exam #2 (2 hours)</p>

		Assignment: <ul style="list-style-type: none">• Exam #2	<ul style="list-style-type: none">• Posted Mon. 12/5• Due Fri. 12/9
--	--	---	--