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CAS 140X.01C: Addictions and Diversity

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MISSOULA COLLEGE

CAS 140 Addictions & Diversity
M-W-F @ 10-11 am.

PROFESSOR: Dr. Linda EagleHeart-Thomas, Ph.D.

CONTACT INFORMATION

- · **Office:** Missoula College, HB02
- · **Phone:** 243-7906 or 243-7824
- · **Office Hours:**
 - o Monday 11:15-12:30
 - o By appointment
- · **Email:**
linda.eagleheart@mso.umt.edu
 - o Please email from your student account (i.e. umconnect) only.
 - o Email is the BEST way to reach me.
 - o **In the subject line of every email,** please state your class and purpose; **Ex: CAS140X, Section 01, Exam 1 question.**
 - o If you do NOT follow the above format, there may be a delay in my response and I may reply asking you to include this information before responding to your direct query. My personal commitment is to respond to my students' emails within 24 hours (no later than 36) when I receive them Mon – Fri. There may be delays when emails are received on weekends.

Textbooks and Readings

Required Texts:

- Robinson-Wood, Tracy L. (2009). *The Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling, 3rd Ed.*, Pearson Education, Inc., Upper Saddle River, New Jersey

Required Readings: Journal articles and web-based reading assignments will also be required throughout the course of the semester posted in the **SHARED Documents. Several readings are**

from :Lawson & Lawson, *Alcoholism & Substance Abuse in Diverse Populations*, 2nd Edition. (12682) ISBN: 9781416404392

Recommended Texts: The following texts are suggested, although not required for this course, if you are planning to practice with a very diverse population. They will serve as resources for you.

Lee, Courtland, Burnhill, David A., Butler, Allison L.; Hipolito-Delgado, Carlos; Humphrey, Marja; Munoz, Omayra; and Shin, HaeJin (2009), *Elements of Culture in Counseling*, Pearson Education, Inc., Upper Saddle River, New Jersey.

Krestan, Jo-Ann. (2000). *Bridges to Recovery: Addiction, Family Therapy, and Multi-Cultural Treatment*. New York: Simon & Schuster, Inc.

McNeece, C.A., & DiNitto, D.M. (2005). *Chemical dependency: A systems approach*. Needham Heights, MA: Allyn & Bacon.

Sue, Derald & Sue, David (2008). *Counseling the Culturally Diverse. Theory and Practice, 5th Edition*. New Jersey: John Wiley & Sons

Course Description:

This course provides an introduction to diversity from a much broader perspective than just race and ethnicity, exploring a broad spectrum of cultural and diversity issues and their impact on the client–counselor relationship. Students will be exposed to the fundamentals of cross-cultural counseling of substance abusing and dependent individuals from the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of alcohol/drug problems. 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 chemical dependency counseling are examined. Suggestions about how to culturally enrich existing counseling services and when to refer to alternative culturally specific treatment programs will also be introduced to the students. The text and readings provide information about dominant cultural beliefs and values in the United States and discuss how their nearly wholesale acceptance as "normal" and "better" can perpetuate feelings of inadequacy, shame, confusion, and distrust for many among diverse populations.

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 board assignments and quizzes & exams. In successfully completing this course, students will be able to:

1. Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations

Participation Points (Pp) Attendance and participation will be documented throughout the course.

– Your participation grade consists of **daily attendance checks**, as well as **individual and group work activities**. The dates of the in-class work are ***purposely NOT*** listed on your Course Calendar.

WRITTEN Assignment Format: All written assignments will be typed, 12 pt. font, one-inch margins, double spaced, and meeting specified length requirements, using APA format for citation and reference page.

A successful assignment is submitted on time, written clearly, contains few or no grammatical or spelling errors, addresses all required components, utilizes assigned reading and in-class discussions, and demonstrates independent thinking and effort on the part of the student. Questions regarding assignments must be addressed prior to the due date. It is the student's responsibility to obtain assignment details discussed in class. ***I will NOT accept any handwritten assignments. If you did not do the assignment, and attempt to submit a handwritten one completed during class, I will not accept it. Please do not ask.***

I will hardcopies submitted in the classroom or my office mailbox.

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 Paul Kozlowitz at 406.243.7931 or via email, [Paul](#).
- **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).
- 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. For more information, please consult [DSS](#).

LATE and MAKE-UP WORK POLICY: I DO NOT ACCEPT LATE or MAKE-UP WORK.

• **HOWEVER**, according to the UM's Academic Policies and Procedures (see <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>), I MAY excuse brief and occasional absences for the following reasons:

1. an illness or injury
2. a family emergency
3. religious observance

4. participation in a university sponsored activity

If you miss an assignment, exam or participation points due to one of these exceptions, **valid documentation MUST be provided** in order to make it up. There are certain activities that are not available for makeup as they require your presence in the classroom

- Please consult me on what “valid documentation” entails.
- You have **48 hours after the missed assignment’s due date** to notify me so that we can arrange for you to make-up the work or turn it in late.
- **Please be aware, I strictly enforce this policy and WILL REQUIRE documentation.**

DROP POLICY:

- Beginning the **46th instructional day** of the semester through the last regular class day (i.e. Friday) before Finals Week, “students may drop courses **only by petition**. 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” the UM’s Academic Policies and Procedures (see <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>). This means that if you want to drop the course due to failing the course and are unhappy with your grade, I will not approve it as that is NOT a valid reason.

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 <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>).

STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

The Student Conduct Code, which can be found here, [Code of Conduct](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any exam, assignment or discussion 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 and PAPERS **must** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects) or when students seek services from the Writing Center or tutoring, etc. **ALL EXAMS MUST ALSO BE COMPLETED INDEPENDENTLY**, unless accommodations have been approved by your instructor. **Plagiarism or cheating** will result in FAILURE (that is, a zero or an “F”) on the exam, assignment, or discussion, **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 me, visit the **Writing Center** at the Mountain campus (Liberal Arts 144, 243-2266, [Writing Center](#)), the Mansfield Library (243-6866; [Library](#)), or at the Missoula College campus (i.e. Academic Support Center; 243-7826).

COURSE CALENDAR:

Please see attached, or the “Course Calendar” Link in Moodle. This calendar is tentative depending on availability of guest speakers, university calendar, and any other unforeseen events that may occur. The Course calendar is organized by the week. It is a "suggested" timeline regarding lecture topics. I may extend a section, or not lecture in the class on a topic, but you are still required to read the assigned material.

CLASS DATE	TOPICS COVERED	* REQUIRED READING BY THIS DATE	#ASSIGNMENT BY THIS DATE
WEEK 1	<ul style="list-style-type: none"> • Evolution of Multicultural Counseling- Historical overview • Multiple Identities Defined • Understanding Diversity 	<ol style="list-style-type: none"> 1. Ch. 1 Robinson 2. readings as assigned 	<p>Participation Activity-Your Experience with Multiculturalism</p>
WEEK 2	<ul style="list-style-type: none"> • Multicultural Competencies & Guidelines • A conceptual Approach to counseling across cultures- • Multicultural Skills Check List • Applied Assignment #1-Cross Section Interview Due Week 	<ol style="list-style-type: none"> 1. Ch.2 Robinson 2. ACA Guidelines 	<ul style="list-style-type: none"> • Structured Discussion- Participation Assignment • Ranking multicultural competency checklist DUE in CLASS Friday
WEEK 3	<ul style="list-style-type: none"> • Stated Identities • Assumptions of Hierarchical Socialization Patterns • Extend Cultural Understanding beyond Race and ethnicity • Cultural Identity: Understanding the Development & Integration of its multiple dimensions 	<ol style="list-style-type: none"> 1. Ch.3 [Robinson] 2. Readings as assigned 	<p>Applied Assignment #1-Cross Section Interview Due Week 5</p>
WEEK 4	<ul style="list-style-type: none"> • Acculturation, context, dynamics and conceptualization • World views: Individualism versus collectivism • Applied Assignment #2- Personal Experience with Racism Family, Work, Community, • Ch.2 [Robinson] • Triandas: 3 readings as assigned 		<p>Applied Assignment #2- Personal Experience with Racism Family, Work, Community,</p>
WEEK 5	<ul style="list-style-type: none"> • Valued Cultures-Native Americans & Alaskan Natives • Historical Trauma 	<ul style="list-style-type: none"> • READING: Lawson • Ch.4 [Robinson] 	<p>Applied Assignment #2- Personal Experience with Racism Family,</p>

		<ul style="list-style-type: none"> • Prevalence rates of Addictions/Suicide/comorbidity • Indigenous Models of Healing: Implications for Counseling 	<ul style="list-style-type: none"> • Readings as assigned 	<p>Work, Community,</p> <p>#3 Native American Programs DUE 11:59PM</p>
WEEK 6	<ul style="list-style-type: none"> • Valued Cultures-Latinos: • Cross cultural zone of counseling • Lawson • Ch. 5 [Robinson] • readings as assigned-Latino 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • [NA, Latino & African Descent] • Applied Assignment 	
WEEK7	<ul style="list-style-type: none"> • Valued Cultures-People of African Decent • Prevalence rates of Addictions/Suicide/comorbidity • Other SES issues 	<ul style="list-style-type: none"> • Ch. 6 [Robinson] • LOUE Ch 4-African American • Lawson-African Americans-Lawson 	<ul style="list-style-type: none"> • EXAM #2 DUE 10/26 	
WEEK 8	<ul style="list-style-type: none"> • Valued Cultures-Asian Decent, Native Hawaiians, & Pacific Islanders • People of the Middle East & Arab Americans • Migratory patterns, Social, Psychological & health issues • Orientations & Values 	<ol style="list-style-type: none"> 1. Ch.7, 8[Robinson] 2. 3. readings as assigned-Asian Americans 4. Ch.10 [Robinson] 		
WEEK 9	<ul style="list-style-type: none"> • Ableness 	<ol style="list-style-type: none"> 1. Ch.11, 15 [Robinson] 2. Loue CH 5. 3. readings as assigned 		

		<ul style="list-style-type: none"> • Gender Definitions • WOMEN & Substance use • Variables contributing to disorders • Anorexia, Bulimia, drug use • Suicide rates 	4. Lawson-Women,	EXAM #3
WEEK 10		<ul style="list-style-type: none"> • Converging Sexuality & Disability • The social construct of Manhood • Beauty, Perfection and the 	1. Ch 13, 14 [Robinson]	Class Discussion-BEAUTY & advertising
WEEK 11		<ul style="list-style-type: none"> • Able body • The Connect with addictions: Food disorders, OCD comorbidity • 	3. readings as assigned	Participation: Examine and evaluate empathy of counselor in interview— Discuss need to Refer or not EXAM 4
WEEK 12		<ul style="list-style-type: none"> • Multicultural Ethical Perspectives • Process of empowerment • Spirituality considerations • Spirituality, therapy & discussion of referral • Status & Class as Biases • Social economic Realities in counseling • Elements of Culturally Competent Counseling • 	<ol style="list-style-type: none"> 1. Ch. 17 [Robinson] 2. readings as assigned 3. Ch. 12; [Robinson] 4. readings as assigned 	Applied Assignment4 - Discovering Bias- DUE week 15@12/05/2014
WEEK 16	Finals Week		Discovering Bias- Applied Assignment DUE Thursday, @ 11:59pm	EXAM 5 - - Due Week 16