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Fall 9-1-2018

### CAS 140X.50: Addictions and Diversity

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## MISSOULA COLLEGE **Fall 2018**

### **I. CONTACT INFORMATION**

- **Office:** Missoula College, 1302 Broadway, RM #423
- **Phone:** 243-7906
- **Virtual Office Hours:** By appointment
- **CAS ADVISING:** By appointment
  
- **Email:** [linda.eagleheart@umontana.edu](mailto:linda.eagleheart@umontana.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:** CXAS140X **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 weekends or holidays**

## **Textbooks and Readings**

### **Required Texts:**

Robinson-Wood, Tracy L. (2016). *The Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling, 5<sup>th</sup> Ed.* Through Amazon.com or Sage Publishing

- 1> <https://us.sagepub.com/en-us/nam/the-convergence-of-race-ethnicity-and-gender/book245399#robinson-wood>  
OR
- 2> **If you prefer a paperback or hard back for more cost, you have 4 other options located at the link below.** the readings and assignments for this course
- 3> [https://www.amazon.com/Convergence-Race-Ethnicity-Gender-Identities-ebook/dp/B07D519TV5/ref=mt\\_kindle?encoding=UTF8&me=&qid=1535242824&dpID=51BD7rkoChL&preST= SX342 QL70 &dpSrc=detail](https://www.amazon.com/Convergence-Race-Ethnicity-Gender-Identities-ebook/dp/B07D519TV5/ref=mt_kindle?encoding=UTF8&me=&qid=1535242824&dpID=51BD7rkoChL&preST= SX342 QL70 &dpSrc=detail)
- 4> Through Amazon.com Kindle e-text edition (there are free Kindle readers for the PC and for Mac. (\$XX varies) This Kindle edition will not be able to be viewed on a Kindle e-reader, so you MUST download the Kindle application for PC or for MAC. You can select the link below to have instant download TODAY.

**Required Readings:** Journal articles and web-based reading assignments will also be required throughout the course of the semester posted in the **“READINGS” Section of your Moodle shell.**

Several Required readings are from

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

### **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 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. Of particular note, 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 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
2. Define the specific core issues, challenges and factors associated with each group,
3. Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions;
4. 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.);
5. Identify their own culture and values, and assess how one’s own identity contrasts and interacts with those different from one’s self;
6. Understand the process of becoming culturally competent and identify areas of needed personal growth;
7. 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.
8. 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:

|                                       |     |
|---------------------------------------|-----|
| • 2 Applied Short Written Assignments | 300 |
| • 5 Exams                             | 500 |
| • Discussion Questions 3 @40          | 120 |
| • Community Service/                  | 80  |
| •                                     |     |

**Total 1000**

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.

### 1. **EXAMS & Applied Assignments: There will be 5 Exams.**

- All exams are administered online, through **MOODLE**.
- There are **5** exams that will cover several chapters each. Each Exam is a total of 100 points, and may include multiple choice, short answer, or true/false. You have **1 chance** to take the exam; they are **not timed**. Please take careful note of when Exams open and when they close. **The days and times are in the POSTED Course Calendar on Moodle.**
- 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. **Discussions**

- You are required to complete **3 discussion questions** (DQ’s), worth **40 points each**, 1 approximately every 3 weeks. You **will also have** 1 discussion which will

be an autobiography where you introduce yourself and get to know other students in the course. It is required, but ungraded (3 Discussion Questions)

- The dates and times of when these DQ’s are available in Moodle, and when they are due, are in the Course Calendar.
- You must submit your **1<sup>st</sup> direct response to the DQ prompt** by the **first due date** listed in the Course Calendar. Then, you are required to post thoughtful and expansive responses to at least **2 others** by the **2<sup>nd</sup> deadline**. (*The only exception is the Autobiography. Please read those instructions carefully in Moodle.*)

**The grading rubric for these DQs is as follows:**

| Grading Criteria and Respective Point Value  | Maximum Points |
|--|----------------|
| Met the criteria for correct responses to assigned questions   | /15            |
| Participated in the discussion- with at least two others, substantial posting that advances the discussion, and is thoughtful, referencing the course concepts and ideas.                                    | /15            |
| Justified ideas and responses by using appropriate examples and references from texts, Web sites, and personal experience.<br><br>APA format, grammar, mechanics, readability, overall college level writing | /10            |
| <b>TOTAL POINTS</b>  | <b>/40</b>     |

**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. (Discussions, applied written papers, community volunteer project, etc. )

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. Questions regarding assignments must be addressed prior to the due date. It is the student’s responsibility to obtain assignment details discussed in class.

**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:

- **LATE or MAKE-UP WORK WILL NOT BE ACCEPTED. HOWEVER,** according to the UM's [Academic Policies and Procedures](#), under "Class Attendance/Absence Policy," 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 UM university sponsored activity
  5. military service
- 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.
  - Please consult me on what "valid documentation" entails.
  - You have **48 hours after the missed assignment's due date to notify me.**

**\*\*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](#)).

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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 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.



| Week | DATE  | ACTIVITY OR READING & EXAMS  | DUE DATES  |
|------|---|--|--|
| 1    | MODULE #1<br>Mon 8/27 - Sun 9/02  | <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>Robinson-Wood Chapter 1, 2, 3 &amp; 4</li> <li>*MOD 1 MOODLE SUPPLEMENTAL READINGS &amp; PPTS</li> </ol> <p><u>DO--DQ-Autobiography</u> –<br/> <b>DO-</b> Become familiar with MOODLE, and Access course text book <b>REQUIRED</b></p>  | <p><b>Autobiography: Start NOW- Introduce yourself Due-Sun 09/02- 11:59PM</b></p>                                    |
| 2    | MODULE #1<br>Mon 9/03 - Sun 9/09<br>****Mon 9/03-Labor Day:<br>Offices closed | <p>Continue Readings 1-4 Robinson &amp; Mod #1 Supplements<br/> <b>DO--DQ</b> -#1 Posted – “Your Experience with Multiculturalism”</p>   | <p>DQ1: <b>1<sup>st</sup> post</b> 09/05, Post through 09/09</p>   |
| 3    | MODULE #1<br>Mon 9/10 - Sun 9/16  | <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>Robinson-Wood Chapter 12 Race and 13 Biracial identities</li> <li>Finish MOD 1 Supplemental Readings &amp; Power Points</li> </ol> <p><b>→EXAM #1 CHAPTER 1-4 &amp; 12 &amp; 13 &amp; MOD 1 Readings &amp; Power Points</b></p> <p><b>ASSIGNMENT:</b> Applied Assignment 1- Personal Experience with Racism Family, Work, Community</p> | <p><b>EXAM 1:</b> posted Friday 09/14 DUE Sunday 09/16</p> <p><b>Assignment #1 Due WEEK # 7 10/14 1@ 11:59PM</b></p> |
| 4    | MODULE #2<br>Mon 9/17 - Sun 9/23  | <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>Robinson-Wood Chap5 Chap6</li> <li>Lawson Readings Chapter 12 Chapter 10</li> <li>MODULE 2-SUPPLEMENTAL READINGS &amp; POWER POINTS</li> </ol>  |  |
| 5    | MODULE #2<br>Mon 9/24 - Sun 9/30  | <p><b>Continue Readings</b><br/> RW Ch 5 &amp; 6; LL 10 &amp; 12; Mod 2 Supplemental Reading</p> <p><b>DO:</b><br/> Discussion #2 Native American &amp; Latino Discussion</p>  | <p>DQ2: <b>Post first post by 09/26 11:59pm</b> Final postings by 09/30</p>  |
| 6    | MODULE #2<br>Mon 10/01 - Sun 10/07  | <p><b>NEW READ</b><br/> <u>Robinson Wood:</u> Chapter 7<br/> <u>Lawson :</u>Chapter 6</p> <p><b>EXAM #2</b><br/> MOD 2 Supplemental Readings &amp; Powerpoints Chapter 5-7 (Robinson Wood) &amp; Chapt (6, 10 &amp; 12) Lawson</p>   | <p><b>EXAM 2:</b> 10/5 Posted, Due 10/07@11:59</p>   |
| 7    | MODULE #3<br>Mon 10/08 - Sun 10/14  | <p><b>READ:</b></p> <ol style="list-style-type: none"> <li><u>Robinson Wood</u> Chapter 8 (Asian) &amp; Chapter 9 (Middle East)</li> <li><u>MOD 3 Supplemental Readings &amp; PowerPoints</u></li> </ol> <p><b>**Applied Assignment #1 DUE</b></p>   | <p><b>Assignment #1 Due WEEK # 7 10/14 @ 11:59PM</b></p>   |
| 8    | MODULE #3<br>Mon 10/15 - Sun 10/21  | <p><b>NO DISCUSSION this WEEK</b></p>  |  |
| 9    | MODULE #3<br>Mon 10/22 - Sun 10/28  | <p><b>NEW READ</b></p> <ol style="list-style-type: none"> <li>Chapter 10- People of European Descent</li> <li>Read “White Privilege” –Paper Reading</li> </ol> <p><b>EXAM #3-</b>Chapter 8, 9 &amp; 10 Robinson Wood &amp; Supplemental Readings</p>   | <p><b>EXAM 3:</b> Posted 10/26 Due 10/28</p>   |
| 10   | MODULE #4<br>Mon 10/29 - Sun 11/04  | <p><b>READ:</b></p> <ol style="list-style-type: none"> <li><u>Robinson-Wood-</u>Chapter 11-12, 14 Gender</li> <li><u>Lawson</u> Chapter 2 Women &amp; Alcoholism/Treatment</li> <li><u>MOD 4 supplemental readings &amp; power points</u></li> </ol>   |  |
| 11   | MODULE #4<br>Mon 11/05 - Sun 11/11  | <p>Discussion #3</p>   | <p>DQ3:<b>Post 1<sup>st</sup> 11/07</b> Post Through 11/11</p>   |

|    |                                      |  |   |
|----|--------------------------------------|--|---|
| 12 | MODULE #4<br>Mon 11/12 - Sun 11/18   | <b>NEW READ</b><br>1. RW Chapter 15 Sexuality<br>2. Read Lawson Chapter 9 GLBT<br><b>EXAM #4</b> Chapter 11-12, 14 15 (RW) & chapter 2 &9 (Lawson); MOD 5 Supplemental Readings & PPTs   | <b>Applied Assignment#2</b><br><b>Due 12/09</b><br><b>EXAM 4: POSTED 11/16</b><br><b>DUE 11/18 -11:59PM</b> |
| 13 | MODULE #5<br>Mon 11/19 –Sun 11/25    | ****Wed 11/21: Travel Day:<br>***Thur 11/22- Fri 11/23: Thanksgiving<br><b>READ:</b><br>1. ROBINSON WOOD-CHAPTER 17Disability<br>2. Lawson: Chapter 18 Disable Individuals & Sub. Abuse<br>3. MOD 5 Supplemental readings & PPTS | <b>No Classes****</b><br><b>Break: No Classes, Offices Closed**</b>   |
| 14 | MODULE #5<br>Mon 11/26 - Sun 12/02   | <b>NEW READ</b><br><u>Robinson-Wood</u><br>Chapter 16 Spirituality   | DQ5: 1 <sup>st</sup> Post due 11/26<br>Post Through 04/29 @ 11:59   |
| 15 | MODULE #5<br>Mon 12/03 - Sun 12/09   | <b>Applied Assignment #2</b> Paper   | <b>Due 12/09 @ 11:59pm</b>  |
| 16 | Mon 12/10 - Fri 12/14<br>FINALS WEEK | <b>EXAM #5</b> RW 16-17 & Lawson 18 & Mod 5 Supplemental Readings & PPTS   | <b>Posted M-12/10 DUE 12/13</b>   |

ALL ASSIGNMENTS MUST BE SUBMITTED BY SUNDAY 12/09 Official **Last Day of class!** ----NO EXTENSIONS GRANTED AFTER 12/09