

Spring 2017

CE 575 Syllabus: Addictions Counseling - Multicultural Concerns

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Moore, Mitch, "CE 575 Syllabus: Addictions Counseling - Multicultural Concerns" (2017). *Counselor Education Syllabi*. 101.

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WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION ~ COUNSELOR EDUCATION DEPARTMENT

COURSE SYLLABUS

CE 575 - Addictions Counseling: Multicultural Concerns (3 semester hours) **Spring 2017**

This is a D2L online course (internet); there are no scheduled on campus class meetings.

Faculty Name: Mitch Moore, PhD, LADC **ID:** 000405

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Office Hours: Wednesday (Rochester) & Thursdays (Winona), 12:00 N to 4:00 PM, *or by appointment*

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Short Faculty Bio: I am a straight, gender male (preferred gender pronouns he/his/him), GLBT ally and licensed alcohol and drug counselor in the state of Minnesota (MN license #300769), and I have worked in the chemical dependency field since 1988. I have a doctorate degree in Adult Education from the University of Minnesota, and a MS in Counselor Education (1991), and BS degrees in Psychology and Political Science (1987), from Winona State University. I retired in 2012 from the Federal Bureau of Prisons as a drug treatment specialist where I developed and facilitated drug abuse programs for adult female and male offenders.

Course Description: This course introduces students to multicultural aspects of chemical dependency. Multiculturalism is an important concept to examine in relation to addictions counseling as our clients' age, race, gender identity, ethnic identity, sexual orientation, or disability status can impact the course of addiction or treatment. In this course, students will examine cultural influences as they converge with the substance use and co-occurring disorders. Developing cultural competence in addictions counseling is emphasized. Process addictions (e.g., gambling) also will be examined through a multicultural lens. Grade only.

Required Text and Other Readings:

Baird, B. N. (2014). *The Internship, Practicum, & Field Placement Handbook: A Guide for the Helping Professions, 7th Ed.* New York: Pearson. ISBN-13: 978-0-205-95965-5

Bohannon, P. & van der Elst, D. (1998). *Asking and Listening: Ethnography as Personal Adaptation.* Long Grove, IL: Waveland Press, Inc.

Hays, D. G. & Erford, B. T. (2010). *Developing Multicultural Counseling Competence: A Systems Approach, 2nd Ed.* Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-285102-2, ISBN: 10: 0-13-285102-4

Kimmel, M. S. & Ferber, A. L. (2017). *Privilege: A Reader, 4th Ed.* Philadelphia: Westview Press (Perseus Books). ISBN-13: 978-0-8133-5003-5

Additional Resource:

Perkinson, R. R. (2012). *Chemical Dependency Counseling: A Practical Guide, 4th Ed.* Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1-4129-7921-4 **This comprehensive text is highly recommended and is an exceptional resource for all of the ACCP courses and in your career as an LADC!**

SAMHSA. (2014). *Improving Cultural Competence, Treatment Improvement Protocol (TIP) #59.* HHS Publication No. (SMA) 14-4849. Available for free download at:

<http://store.samhsa.gov/shin/content/SMA14-4849/SMA14-4849.pdf>

Publication Manual of the American Psychological Association, 6th ed. (2010).

Washington, DC: APA. ISBN 9781433805622 or 9781433805615 **-OR-**

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2014). *An Easy Guide to APA Style, 2nd ed.*

Washington, DC: Sage Publishing. ISBN: 978-1-4522-6839-2

NOTE: Other readings as assigned (see D2L course page).

Course Objectives and Learning Outcomes:

By the end of the course, students will be able to:

- Identify the impact of cultural identity on the development and treatment of addiction and other mental health disorders.
- Describe the impact of cultural biases and prejudice on the development of addiction and other mental health disorders.
- Critically examine the influence of culture, society, and the media on the development addiction and other mental health disorders.
- Examine and discuss your personal implicit and explicit biases, ethnocentrism, and blind spots and its impact on your ability to counseling people of other cultures.
- Articulate the stages of social identity development and identify your developmental stage.
- Recognize systems of power and privilege, and how they are engendered, reproduced, and maintained over generations.
- Describe the cycles of oppression and liberation.
- Develop relationship building, ally work, and social advocacy skills.

Alignment with MN LADC Education Requirements and CACREP Standards:

Minnesota Licensed Alcohol and Drug Counselor (MN LADC) Education Requirements

Minnesota Statutes, section 148C.04, subdivision 5a.

(6) Multicultural aspects of chemical dependency to include awareness of learning outcomes described in Minnesota Rules, part 4747.1100, subpart 2, and the ability to know when consultation is needed.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Related Standards (2009 draft):

- d.7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
- 1.e. Understands how living in a multicultural society affects clients with addictions.
- e.2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions.
- f.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction clients.
- k.4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

EVALUATION

#	Assignment	Due Date	Points
1	Midterm Exam	Week 8 (due 3/3/17, 11:59 PM)	50
2	Final Exam	Week 16 (due 5/4/17, 11:59 PM)	50
3	Short Quizzes	Weeks 2, 3, 6, 10, 12	100 (5 quizzes worth 20 pts. per quiz)
4	D2L Discussions	Weeks 4, 7, 11 & 14 (see tentative course schedule for specific dates)	100 (1 original posts and 2 responses worth 25 pts. per discussion, X 4)
5	Project #1, Film Review & Paper	Week 5 (due 2/10/17, 11:59 PM)	50
6	Project #2, Visceral Cultural Experience/Social Media Page	Week 9 (due 3/17/17, 11:59 PM)	100
7	Project #3, Special Populations/Site Visit & Paper	Week 13 (due 4/14/17, 11:59 PM)	150
	Total		600

TENTATIVE COURSE SCHEDULE

Week of	Topics & Assignments Please access all attachments on the D2L Course Content for each week!
1 1/9-13	Module 1: Introduction & Course Overview Syllabus and assignments; APA format; licensure & core functions. Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised</i> (MAKSS-CE-R) (Pre-test), Due Friday, 1/13/17, 11:59 PM. <i>Baird The Internship, Practicum, & Field Placement Handbook</i> , Ch. 6—Working with Diversity
2 1/17-20 <i>M.L.K. Day!</i>	Module 2 & Hays & Erford <i>Developing Multicultural Counseling Competence: A Systems Approach, 2nd Ed.</i> , Part 1, Chapters 1—The Culturally Competent Counselor, & Chapter 2—Cultural Identity Development. Bohannon & van der Elst <i>Asking and Listening: Ethnography as Personal Adaptation</i> , Part 1: Alien Beings with Human Faces, Chapters 1-4. Short Quiz #1 Due Friday, 1/20/17, 11:59PM.
3 1/23-27	Module 3 & <i>Developing Multicultural Counseling Competence</i> , Chapter 3, Social Justice Counseling. <i>Asking and Listening</i> , Part 2: Improving the Observers, Chapters 5-17. Special Topic Area: Overcoming Counselor Cultural Bias Short Quiz #2 Due Friday, 1/27/17, 11:59 PM.
4 1/30-2/3	Module 4 & <i>Developing Multicultural Counseling Competence</i> , Chapter 4, Racism and White Privilege. Kimmel & Ferber <i>Privilege: A Reader, 4th Ed.</i> , Part One—Seeing-and Refusing to See-Privilege Chs 1-8. Discussion Question #1—Original post due Tuesday, 1/31/17; comments to others due Friday, 2/3/17.
5 2/6-10	Module 5 & <i>Developing Multicultural Counseling Competence</i> , Chapter 5, Gender and Sexism. Project #1, Film Review & Paper, Due Friday, 2/10/17, 11:59 PM.
6 2/13-17	Module 6 & <i>Developing Multicultural Counseling Competence</i> , Chapter 6, Sexual Orientation and Heterosexism. <i>Asking and Listening</i> , Part 3: Ethnography as a Survival Mechanism & Part 4: The Curse of Ethnocentrism Short Quiz #3 Due Friday, 2/17/17, 11:59 PM.
7 2/20-24	Module 7 & <i>Developing Multicultural Counseling Competence</i> , Chapter 7, Social Class and Classism. <i>Privilege: A Reader</i> , Part Two—Understanding Privilege, Chs 9-15 Special Topic Area: Addressing the Behavioral Health Needs of Men. Discussion Question #2—Original post due Tuesday, 2/21/17; comments to others due Friday, 2/24/17.
8 2/27-3/3	Module 8 & <i>Developing Multicultural Counseling Competence</i> , Chapter 8, Disability, Ableism, and Ageism. Mid-Term Exam is due Friday, 3/3/17, 11:59 PM.
3/6-10	Spring Break—No Classes Continue to review Module 8 materials.
9 3/13-17	Module 9 & <i>Developing Multicultural Counseling Competence</i> , Chapter 9, Individuals and Families of African Descent. Project #2, Visceral Cultural Experience & Facebook Page, Due 3/17/17
10 3/20-24	Module 10 & <i>Developing Multicultural Counseling Competence</i> , Chapter 10, Individuals and Families of Arab Descent. SAMHSA. (2014). <i>Improving Cultural Competence</i> , Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning. Short Quiz #4 Due Friday, 3/24/17, 11:59 PM.
11 3/27-31	Module 11 & <i>Developing Multicultural Counseling Competence</i> , Chapter 11, Individuals and Families of Asian Descent. <i>Privilege: A Reader</i> , Part Three—Intersections: The Complicated Reality, Chs 16-20. Discussion Question #3—Original post due Tuesday, 3/28/17; comments to others due Friday, 3/31/16.
12 4/3-7	Module 12 & <i>Developing Multicultural Counseling Competence</i> , Chapter 12, Individuals and Families of Latin Descent. SAMHSA. (2014). <i>Improving Cultural Competence</i> , Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849, Chapter 5— Behavioral Health Treatment for Major Racial and Ethnic Groups. Short Quiz #5 Due Friday, 4/7/17, 11:59 PM.
13 4/10-14	Module 13 & <i>Developing Multicultural Counseling Competence</i> , Chapter 13, Counseling Native Americans, and Chapter 16, Spiritual Diversity. Project #3, Special Pops./Site Visit & Paper, Due Friday, 4/14/17, 11:59 PM.
14 4/17-21	Module 14 & <i>Developing Multicultural Counseling Competence</i> , Chapter 14, Individuals and Families of European Descent, and Chapter 15, Individuals and Families of Multiracial Descent. <i>Privilege: A Reader</i> , Part Four—Making New Connections-Moving Forward, Chs 21-26 Discussion Question #4—Original post due Tuesday, 4/18/17; comments to others due Friday, 4/21/17.
15 4/24-28	Module 15 & <i>Developing Multicultural Counseling Competence</i> , Chapter 17, Alternative Approaches to Counseling Theories, and Chapter 18, Multicultural Diagnosis and Conceptualization. Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised</i> (MAKSS-CE-R) (Post-test) Due Friday, 4/28/17, 11:59 PM.
16 5/1-4	Module 16 & <i>Developing Multicultural Counseling Competence</i> , Chapter 19, Themes and Future Directions in Multicultural Counseling Final Exam is due Thursday, 5/4/17, 11:59 PM.

GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100-93%	600-554	A	92-86%:	553-509	B
85-79%:	510-467	C	78-72%	468-426	D

ASSIGNMENTS

NOTE: All assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

0. MAKSS-CE-R Pre-and Post-Test Assessment (Ungraded)

The *Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised* (MAKSS-CE-R), is designed to measure an individual’s multicultural counseling awareness, knowledge, and skills, and more specifically, to assess the impact of training on learners’ multicultural counseling competence. You will complete the 33-items assessment the first week of class (and you can easily self-score this), and again week 15, to measure your multicultural counseling competency development.

I. EXAMS (Midterm Exam 50 points; Final Exam 50 points)

We will have a 25-question, multiple choice (worth 50 points) **Mid-term Exam** covering chapters 1-8, due Week 8, 3/3/17 11:59 PM, and a 25-question, multiple choice (worth 50 points) **Final Exam** covering chapters 9-19, due Week 16, Thursday, 5/4/17 11:59 PM, taken from the primary course textbook, *Developing Multicultural Counseling Competence: A Systems Approach, 2nd Ed.*, by Hays & Erford.

II. SHORT QUIZZES (5 quizzes, 20 points each, totaling 100 points)

There will be five short quizzes—the first three from Bohannan & van der Elst’s *Asking and Listening: Ethnography as Personal Adaptation*, and the last two are from SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol #59. HHS Publication No. (SMA) 14-4849, Chapter 3—Culturally Responsive Evaluation and Treatment Planning (Quiz 4) and Chapter 5—Behavioral Health Treatment for Major Racial and Ethnic Groups (Quiz 5). Each quiz is 10 m/c questions worth 20 points.

III. D2L DISCUSSIONS (25 points each; 100 points total)

Students will discuss specific topics outlined by the instructor (see D2L “Discussion” page). We will have four discussion boards from Kimmel & Ferber’s *Privilege: A Reader, 4th Ed.* throughout the semester. Course texts and scholarly literature should be used to support comments and opinions, to include citing and referencing at the bottom of your post, at least one source in each post to support your comments and opinions about that topic. Students are required to view a minimum of 10 peers’ posts, and to respond thoughtfully to at least two peers’ posts.

- Discussion Question #1—Original post due Tuesday, 1/31/17; comments to others due Friday, 2/3/17.
- Discussion Question #2—Original post due Tuesday, 2/21/17; comments to others due Friday, 2/24/17.
- Discussion Question #3—Original post due Tuesday, 3/28/17; comments to others due Friday, 3/31/17.
- Discussion Question #4—Original post due Tuesday, 4/18/17; comments to others due Friday, 4/21/17.

Grading Rubric for D2L Discussion Questions—See D2L Course page: *Assessment* tab, *Rubrics, Discussion Board - 25 pt.*

PROJECTS: (There are 3 projects worth 300 points total)

Project #1: Film Review & Paper, 50 points. Students will choose a video/film (e.g., movie, documentary, or docudrama) that examines multicultural issues and addiction and write a critical analysis of the film’s depiction of **implicit** and **explicit bias**, discrimination, prejudice, stereotyping, ethnocentrism and/or other terms and concepts learned about in class. Discuss how your own bias surfaced while watching or writing about the film, and explain how this bias, if left undetected, could interfere in forming a therapeutic alliance in a future client/counselor relationship. Additionally, choose a character from the film and consider this character as your future client. Discuss how this “client” may view you as a counselor and what implications this may have for effective treatment.

Paper length: 2-3 pages, not including a cover and reference page. It is necessary to cite sources to support your beliefs. How do the authors of the texts or other scholarly sources explain what you are experiencing and what does your ethical code mandate you to do? *Use APA format and maintain third person usage when not personally reflecting.*

Grading: implicit and explicit examples—20 points; self-awareness and personal reflection—10 points; client worldview—10 points; APA format, writing style/grammar, and citing support, and ethical mandates—10 points; **Total=50 points, due Week 5, 2/10/17, 11:59 PM. Submit to the Assignments.**

Project #2: Visceral Cultural Experience & Social Media Page, 100 points. In order to work toward cultural competency, it is important that you read, experience, and learn about what and how minority cultures and/or disadvantaged groups feel and experience. Empathy, as Carl Rogers taught us, is a necessary attribute for the clinician to possess in order to form a therapeutic alliance with the client. Empathy begins by understanding the client through *their* worldview. Project #2 will afford you two opportunities to experience actually “walking in the shoes” of the Other. For both Part 1 and Part 2, consider pre-visit research and ethnographic reconnaissance.

Students will craft a social media page (e.g., Facebook, Tumblr, Weebly, etc.) documenting their experience. Total = 100 points. The completed assignment is due Week 9, 3/17/17, 11:59 PM.

1. Blog/record your thoughts, feelings, & experiences from both Parts 1 & 2 by using concepts and terms from the course material. **Email the instructor and all class participants your blog’s URL. Also, make sure you disable controls so folks can access your site without needing to set up an account. Also, get started early, planning to visit sites over Spring break.**

- What and how did you feel, and how did these two experiences help you gain awareness of or new perspectives on white privilege and/or of how the minority culture navigates their surroundings and any personal biases that you were not aware of before these experiences? (self-awareness and reflection). Compare and contrast these experiences. **(20 pts)**
 - Using your best multimedia platform creativity while employing your graduate learner, professional, and ethical judgment, assemble a mosaic to describe your experience —photos of sites and artifacts (e.g., photo of menu, etc.); music or videos that express to your audience your thoughts and emotions, or that come from the cultures your visited; **(20 pts)**
2. From *Part 1*, consider what services the clientele utilize (or might need) and create a resource list, including contact information, or provide direct links. **(10 pts)**
3. From *Part 2*, describe in your blog the cultural group you visited
- Thoughtfully include what you surmise they (client’s worldview) experience on a daily basis as Other in a white-dominated society (use concepts and terms from the course material and your own personal research). **(20 pts)**
4. From *Part 1* or *Part 2*, describe, based on course materials, how you would assess and apply counseling strategies for an individual from this culture/status group who is experiencing co-occurring mental health and substance abuse disorders (cultural and clinical competency). **(10 pts)**
5. Provide thoughtful, informed responses on two peers’ blogs by **3/24/17. (20 pts—10 pts each)**

Part 1. You will go to a local resource selected from the list below and have a meal. Yes, there is such a thing as a free lunch. You will need to figure out how to navigate your environment, which includes figuring out where to park to maintain your conspicuousness and anonymity. Go in, get in line, find a place to sit, and eat. Do not feel that you are taking food away from someone who needs it, they have plenty to go around. To gain the full experience, try to push yourself out of your level of comfort. It will be important for you to try to have conversations with other patrons. If you go with fellow classmates or friends, **do not sit together. You may not announce yourself**, such as, “I am a student at Winona State doing a school project.” Also, no substitutions—you must attend a “free meal” program.

Suggested Sites:
La Crosse, WI

- **Place of Grace (Catholic Worker House):** Meals served Thursday evenings 4:30-7:00 pm and Sunday 2:00-4:00 pm. 919 Hood St., La Crosse, WI 54601 (608) 782-6224.
- **Come for Supper:** Meals every Tuesday at 5:00 pm. Everyone is welcome. Our Savior's Lutheran Church, 612 Division St., La Crosse, WI 54601 (608) 782-3468.
- **Monday's Meals:** Free meal program every Monday at 5:00 pm. Everyone is welcome. St. Luke's United Methodist Church. 1022 Caledonia St., La Crosse, WI 54604 (608) 782-6421.

Rochester, MN

- **Saturday Noon Meals:** 11:00 am social hour, 12:00 pm sit-down, family-style meal served every Saturday at Christ United Methodist Church (enter on the east side, the door near 4th St SW), 400 5th Avenue SW, Rochester, MN 55902 (507) 289-4019
* *“Christ United Methodist Church is a Reconciling Congregation. We acknowledge anyone who has felt the pain of exclusion and discrimination. Therefore, with open hearts, open minds, and open doors, we welcome people of all races, nationalities, theologies, and abilities. We welcome people of all sexual orientations and gender identities. We offer a safe and compassionate place to reconcile faith, identity, hope, understanding, and mutual respect.”*
- **Salvation Army Meals Programs:** Noon Meal Program, Monday through Friday, 12:00 to 12:45 pm, and Evening Meal Program, Mondays and Fridays, 6:00 pm, Salvation Army Service Center, 20 1st Avenue NE, Rochester, MN 55906 (507) 288-3663

Winona, MN

- **Bethany House (Catholic Worker House):** Mondays and Fridays, 6:00 pm, 832 W. Broadway, Winona, MN 55987 (507) 454-8094
- **Central Lutheran Church:** Every Wednesday from 5:00-6:15 PM Central Lutheran Church hosts a delicious home made meal open to everybody in the community. All meals are all-you-can-eat. A free-will offering is accepted from those able to contribute, but not at all required. 259 West Wabasha Street, Winona, MN, 55987 (507) 452-5156
- **Supper Tuesdays:** A free meal and fellowship every Tuesday from 11:30 am to 1:00 pm, Wesley United Methodist Church, 114 West Broadway, Winona, MN 55987 (507) 452-6783

Minneapolis, MN

- **CRS Minneapolis—Free Community Meals** list: <http://csrmppls.info/freemeals> and <https://theopendoorpantry.org/resources/community-meals/>
- **Free Public Meals:** House of Charity Food Centre is located in downtown Minneapolis, 510 South 8th Street, Minneapolis, MN 55404 (612) 594-2000. Monday through Friday 8:30 - 9:00 am, breakfast for women and children. Noon - 1:00 pm Lunch open to all. Weekends, 10:30 - 11:30 am, brunch open to all. *“We are the only public lunch program in Minneapolis open every day of the year. Staff and volunteers prepare and serve free, hot, nutritious meals to 350 men, women, & children each day.”*

Part 2. You will visit a shopping area, restaurant, bakery, or another cultural business of your choosing. **Please—the intention is for more than just going to an Americanized Japanese Steakhouse, or Mexican, Chinese, or Thai restaurant!** If you have questions about a setting, contact me beforehand. Full cultural immersion is your objective. Purchasing gas and buying an item at a gas station on North Broadway owned by people of Somali descent, or walking through a local Halal butcher shop/meat market does not count, either! To gain the full visceral experience of what it feels like to be the minority culture you will need to push yourself out of your comfort zone and have conversations with those who may not understand you, nor you understand them. Ordering something to eat, inquiring about a product that you may or may not want to purchase, and having conversations with employees and customers at one of the locations listed below (under “Some Ideas For You”), could accomplish this experience. But, I want you to sit for a while and “people watch.” Use all of your participant-observation skills.

- You may substitute a religious service or activity, such as at the St. Kosmas and Damianos Greek Orthodox Church, Masjed Abu Bakr Al-Seddiq, Hindu Samaj Temple, Buddhist Support Society (temple), or the B'nai Israel Synagogue & Dan Abraham Jewish Cultural Center, all of which are in Rochester, Minnesota. I'm sure similar institutions exist in Winona or La Crosse, and especially in the Twin Cities.

SOME IDEAS FOR YOU

- Shabelle Grocery & Restaurant** -Specializes in authentic African foods ranging from specialty meats, fish, grains, grocery, oils, fresh produce & spices. 2325 East Franklin Ave., Minneapolis, MN 55406 (612) 333-1101
- Blue Nile Ethiopian Restaurant**, 2027 E Franklin Ave, Minneapolis, MN 55404 (612) 338-3000
- Flamingo Ethiopian Restaurant**, 490 N Syndicate St, St Paul, MN 55104 (651) 917-9332
- Holy Land Bakery & Deli** (Middle East), 2513 Central Ave NE, Mpls, MN 55418 (612) 781-2627
- Fasika Ethiopian Restaurant**, 510 Snelling Ave N., St. Paul, MN 55104 (651) 646-4747
- Chimborazo** (Ecuadorian), 851 Central Ave., Minneapolis, MN 55418 (612) 788-1328
- Suuqa Karmel** (Karmel Square Somali Mall), 2936-2944 Pillsbury Ave S, Minneapolis, MN 55408
Karmel Square is a microcosm of Somalia's rich cultural traditions- Somali snacks can be purchased, as well as prayer rugs- but most importantly, the mall has become a meeting place for the transplanted Somali community. The Suuqa Karmel adjoins Karmel Square and houses small, minority and immigrant owned businesses in a bazaar-type setting.
- Safari Restaurant** (Somali), 3010 4th Avenue So., Minneapolis, MN 55408 (612) 353-5341
- Qoraxlow Restaurant** (Somali), 2910 Pillsbury Ave S Minneapolis, MN 55408 (612) 822-4480
- Hamdi Restaurant** (Somali), 818 E Lake St, Minneapolis, MN 55407 (612) 823-9660
- Mercado Central**, a Latin American, open-air shopping experience—groceries, restaurants, clothing, etc. 1515 E. Lake St., Minneapolis, MN 55407 (612) 728-5400 Hours: Monday-Sunday, 10:30 am - 6:30 pm. <http://visitlakestreet.com/directory/category/mercado-central>
- International Marketplace**, often referred to as the “Hmongtown Marketplace” or “Hmong Flea Market,” is located a few blocks from the State Capitol, 217 Como Avenue, St. Paul, MN 55103 (651) 487-3700 or 9612) 382-6403 open 8:00 am to 7:00 pm daily.
- Destiny Café**, authentic Hmong food, .995 University Avenue West St Paul, MN 55104-4796 - (651) 649-0394

You can also search for ethnic cuisine at: <http://www.urbanspoon.com/c/29/Twin-Cities-restaurants.html>

LGBTQ

- Lush Food Bar** (restaurant), 990 Central Ave NE, Minneapolis, MN 55413 (612) 208-0358
- Lyn 65**, 6439 Lyndale Avenue S., Richfield, MN (612) 353-5501
- Red Cow**, 393 Selby Avenue, St. Paul, MN 55102 (651) 789-0545
- Café Brenda**, 300 First Ave N., Minneapolis, MN 55401 (612) 342-9230
- Hopscotch Grill**, 600 Hennepin Ave S., Minneapolis, MN 55403 (612) 656-7300

Project #3: Special Populations/Cultural Diversity and Treatment Site Visit & Paper, 150 points):

You will select and research one of the seven State-mandated special populations of your choosing. Your paper must cover the six assigned question areas from one of the seven special population groups (see *LADC Cultural Diversity Requirements*, pp. 9-10 below), and it must include an on-site visit to a culturally-specific treatment provider (see list of suggested sites below), as well as reference and resource lists. Ensure there is a match between the population/group you are investigating and your site visit!

Paper length: 7-8 pages, not including a cover and reference page. You must support your findings with current research beyond the course textbooks utilizing a minimum of 5 sources (books, journal articles, scholarly web sites) referencing counseling diverse populations. Make sure you are thorough; use higher-

level reasoning and critical thinking in your paper. *Use APA format and maintain third person usage when not personally reflecting.*

Grading: APA format, writing style/ grammar, and citing support—**20 points**; adequate coverage of the six assigned questions (**hint:** each question should be a topic heading)—**130 points**:

- Historical population overview in Minnesota—20 pts;
- Biopsychosocial factors that provide strengths and challenges—20 pts;
- Factors that contribute to increased co-occurring disorders—20 pts;
- Cultural considerations for counseling and evidence-based or evidence-informed counseling approaches—30 pts;
- Description of agency, including history, population served, theoretical perspectives embraced and evidence-based (or evidence-informed) treatment approaches utilized, and therapeutic specialties—30 pts.
- Resource list for populations investigated—10 pts.

Total = 150 points, due Week 13, 4/14/17, 11:59 PM. Submit to Assignments.

Assignment Resources

- SAMHSA. (2014). *Improving Cultural Competence*, Treatment Improvement Protocol (TIP) #59. HHS Publication No. (SMA) 14-4849. Available for free download at: <http://store.samhsa.gov/shin/content/SMA14-4849/SMA14-4849.pdf>
- Missouri Coalition for Community Behavioral Health website: <http://www.mocoalition.org/documents/bibliography-of-cultural-competence-in-substance-abuse-treatment.pdf#!cultural-competency/c20kp>
- Directory of Minnesota Organizations: Serving Diverse Populations <http://www.namihelps.org/Diverse-Populations-Directory.pdf>

LADC Continuing Education & Cultural Diversity Requirements

<http://mn.gov/health-licensing-boards/behavioral-health/ladcandtemporarypermit/ladccontinuingeducation.jsp>

Licenses issued after July 1, 2010: For the first renewal period you are required to obtain and report 40 hours. You may include cultural diversity hours in the 40 CE hours For the second renewal period you are required to obtain and report 40 hours, including completion of all cultural diversity hours. Of the 40 hours, you must report 18 hours of cultural diversity training by this renewal. You may report all 18 hours of cultural diversity training in the first reporting period or all in the second reporting period or a combination of the two. **All Licensees:** For the **remainder** of renewals after the third renewal period you must report a total of 40 hours, and of the 40 hours 6 must be in ethics (rules of professional conduct) and 6 must be in cultural diversity. Cultural Diversity Requirements –the minimum that must be met by the third renewal period is 18 hours. The 18 hours can be all in one area or any combination of the seven areas totaling 18 hours. There are seven areas of cultural diversity:

- *African American* • *Asian American* • *Chicano/Latino* • *Deaf & Hard of Hearing*
- *Disability* • *LGBTQ* • *Native American* **Identified Populations (Effective 08/01/04)*

*Continuing education hours about Identified Population Groups include gaining knowledge of issues in substance abuse disorders as they particularly relate to: (1) Men; (2) Women; (3) Adolescents; (4) Elderly persons; and (5) Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) persons.

- "Deaf" means a hearing loss of such severity that the individual must depend primarily upon visual communication such as writing, lip reading, manual communication, and gestures.
- "Deaf-blind" means a combination of vision and hearing loss that interferes with acquiring information from the environment to the extent that compensatory strategies and skills are necessary to access that or other information.
- "Disability" means a condition or characteristic causing a person to:

- have a physical, sensory, or mental impairment that materially limits one or more major life activities;
 - have a record of such an impairment; or
 - be regarded as having such an impairment.
- "Ethnic minority group" means persons of African American, Asian American, Native American, or Chicano/Latino descent.
-

I. Native American issues, including knowledge of:

- the history of the Native American experience in the United States and its effects on the influence of alcohol and drug use among Native Americans;
- the progression of social scientific thought and its influence on Native Americans as it relates to alcohol and drugs;
- how therapists demonstrate sensitivity for a client's healthy, culturally appropriate lifestyle;
- knowledge of cultural practices that will recreate a supportive, alcohol-free environment;
- awareness and ability to identify the dynamics of an alcohol and drug subculture, as opposed to traditional Native American practices, including family dynamics; and
- identify and visit at least one community agency whose focus is practicing with Native American clients.

II. Asian American issues, including knowledge of:

- the various subgroups within the Asian American population in the greater Twin Cities metropolitan area, including their languages, religious practices, and place of origin, and émigrés or refugee issues;
- understanding Asian American family dynamics, its traditional values, and its relation to recovery from alcohol and drug abuse;
- current trends of alcohol and drug abuse among Asian Americans;
- various approaches to practicing with Asian American clients, including prevention, intervention, treatment, and continuing care approaches;
- understanding cultural assets, and spiritual and religious healing as they relate to the recovery from alcohol and drug abuse; and
- identify and visit at least one community agency whose focus is practicing with Native American clients.

III. Chicano/Latino issues, including knowledge of:

- the various subgroups within the Chicano/Latino population in the Minnesota and the greater Twin Cities metropolitan area;
- current trends of alcohol and drug abuse among the Chicano/Latino community;
- various approaches to serving the Chicano/Latino client, including prevention, intervention, treatment, and continuing care approaches;
- understanding Chicano/Latino family dynamics and its relationship to recovery from alcohol and drug abuse;
- understanding cultural assets as they relate to recovery from alcohol and drug abuse; and
- identify and visit at least one community agency whose focus is practicing with Chicano/Latino clients.

IV. African American (and African émigré/refugee) issues, including knowledge of:

- the various subgroups within the African American population in the United States, including émigrés or refugee groups and the issues they present with;

- current trends of alcohol and drug abuse among the African American community, and the African émigrés or refugee communities;
- various approaches to serving the African American client, and the African émigrés or refugee client, including prevention, intervention, treatment, and continuing care approaches;
- understanding African American and African émigré or refugee family dynamics and its relationship to recovery from alcohol and drug abuse;
- understanding cultural assets as they relate to recovery from alcohol and drug abuse; and
- identify and visit at least one community agency whose focus is practicing with African American and/or African émigré or refugee clients.

V. LGBTQ issues, including knowledge of:

- historical and evolving perspectives on homosexuality;
- unique elements surround LGBTQ chemical dependency , including emotional issues, peer pressure, societal roles, personal and cultural stresses resulting from anti-gay bias (such as homophobia and heterosexism), and stigmatization and resulting tension of being a member of a marginalized community;
- LGBTQ community history, customs, values, social and behavioral norms and rituals;
- health problems, such as STDs, HIV/AIDS and hepatitis, and lifecycle issues associated with addiction;
- understanding LGBTQ family dynamics and its relationship to recovery from alcohol and drug abuse; and
- identify and visit at least one community agency whose focus is practicing with LGBTQ clients.

VI. Deaf American issues, including knowledge of:

- understanding of the continuing oppression deaf, deaf-blind, hard-of-hearing, and late-deafened people face;
- psychosocial aspects and family dynamics of being deaf, deaf-blind, hard-of-hearing, or late-deafened;
- issues surrounding chemical dependency and people who are deaf, deaf-blind, hard-of-hearing, or late-deafened, including barriers, such as confidentiality, accessibility, and social stigma, to assessment, treatment, and recovery for chemically dependent deaf, deaf-blind, hard-of-hearing, or late-deafened people;
- various approaches to serving the deaf, deaf-blind, hard-of-hearing, or late-deafened client, including prevention, intervention, treatment, and continuing care approaches;
- deaf culture, norms, community, and issues relative to and differences among deaf, deaf-blind, hard-of-hearing, or late-deafened persons; and
- identify and visit at least one community agency whose focus is serving the deaf, deaf-blind, hard-of-hearing, or late-deafened clients.

VII. Disability issues, including knowledge of:

- disability awareness and identification of disabled groups in Minnesota,
- overview of chemical dependency and disability;
- familiarity with the Americans with Disabilities Act;
- Barriers to treatment and their implications for accessing treatment, exit planning, and aftercare support;
- adaptations of methods and materials for increased effectiveness in practicing alcohol and drug counseling with persons with disabilities; and

- identify and visit at least one community agency whose focus is practicing with disabled clients.

Suggested Sites for Visitation:

When contacting an agency, introduce yourself and your current educational pursuits, describe the course assignment, and request a tour and brief interview with a program coordinator, lead or supervising counselor, or member of the leadership team. Approach this as you would a job interview. Do some preliminary research about the agency and population(s) served prior to your visit. Review the above diversity questions prior to your visit. You may want to consider a site visit for a population of organization you may want to work with/for in the future. Also, consider using this trip to complete one or more of the assignments/ experiences for Paper #2 (above).

PRIDE Institute – Minnesota, 14400 Martin Dr. Eden Prairie, MN 55344 (952) 934-7554
<http://pride-institute.com> *PRIDE Institute is committed to providing lesbian, gay, bisexual, and transgender people a road to recovery through evidence-based substance abuse, sexual health, and mental health treatment. PRIDE Institute strengthens resiliency and enhances the wellness of LGBT people through treatment programs grounded in the traditions of recovery while incorporating current evidence-based practices.*

Comunidades Latinas Unidas En Servicio (CLUES), 720 East Lake St., Minneapolis, MN 55407 (612) 746-3500 or 797 East 7th Street St. Paul, MN 55106 (651) 379-4200
<http://www.clues.org/home.aspx> *CLUES Chemical Health Services provide a non-threatening environment within the Latino community where adults and adolescents are able to work on improving their chemical dependency and drug abuse behavior patterns. We offer chemical health assessments, education and prevention classes, outpatient chemical dependency treatment, aftercare, reintegration support for families, and DUI violation mandated chemical health classes, all of which assist clients as they move into a healthy, rewarding, self-sufficient and sober lifestyle. Our linguistically appropriate and culturally proficient programs assist clients on their road to recovery and well-being while fostering a safe and dignified environment for personal growth.*

Vinland National Center–Main Campus, 3675 Ihduhapi Road, Loretto, MN 55357 (763) 479.3555; **Vinland National Center–Outpatient**, 931 20th Avenue Northeast, Minneapolis, MN 55418 (763) 479.3555 <http://www.vinlandcenter.org> *Vinland National Center enables individuals with multiple disabilities to live productive and fulfilling lives through a whole person approach that addresses the mind, body and spirit. Vinland’s programs include behavioral health services with a focus on substance abuse for people with cognitive disabilities (e.g., TBI), vocational services and supportive housing.*

African American Family Services/180°, Inc.—Minneapolis Office 2616 Nicollet Avenue Minneapolis, MN 55408 (612) 871.7878 **Saint Paul Office** 1041 Selby Avenue Saint Paul, MN 55104 <http://www.aafs.net/index.asp> *African American Family Services works with individuals, families and communities impacted by addiction and mental illness. From our holistic standpoint, we provide culturally-specific chemical and mental health services that impact family preservation and promote community-based change and wellness in the African American community. Our mission is to help the African American individual, family, and community to reach a greater state of well-being through the delivery of community-based, culturally specific chemical health, mental health, and family preservation services. We will act as the preeminent thought and research leader on African American behavioral health and wellness. AAFS recently merged with **180 Degrees, Inc.**, 236 Clifton Ave. S., Minneapolis, MN 55403, (612) 813-5000 <http://www.180degrees.org>*

University of Minnesota Medical Center-Fairview, Chemical Dependency Treatment for Deaf and Hard of Hearing Adults, 2450 Riverside Ave., Minneapolis, MN 55454 Video phone: 651-964-1427; Voice: 1-800-282-3323 Email: deafhoh1@fairview.org 1-800-282-3323 <http://www.uofmmedicalcenter.org/Specialties/Behavioralhealth/Substanceabuse/ChemicalDependencyProgramforDeafandHardofHearing/index.htm> *“When you need assistance for substance abuse, you can turn us in Chemical Dependency Treatment for Deaf and Hard-of-Hearing Adults. Our specialized program strives to meet your individual needs. Trained staff provides a full range of treatment options. In addition, the program offers support materials in conjunction with University of Minnesota Medical Center, Fairview, including DVDs produced in American Sign Language (ASL). Our program is available to individuals from all over the United States and Canada, providing treatment services seven days a week in ASL, with office hours Monday through Friday. Central Intake is available 7:30 a.m. to 4:30 p.m. CST, Monday through Friday. To begin the admission process, call Central Intake at 1-800-233-7503 or 612-672-2736 (voice/relay).*

American Indian Services, Inc., 2200 Park Ave., Minneapolis, MN 55404 (612) 813-1155 or (612) 871-2175. *AIS provides services primarily to chemically dependent American Indian adult men in transition from primary treatment. The program goal is to assist all clients in maintaining their recovery by offering, through the AIS program those concepts found in both American Indian cultural teachings/values and the clinical aspects of chemical dependency treatment/aftercare that have assisted other American Indians in their recovery.*

Wayside House *Wayside House provides gender specific chemical dependency and mental health care treatment to women in a supportive, safe and nurturing environment. They have several sites in the Twin Cities! See: www.waysidehouse.org Contact: (952) 926-5626 (ask for Finn) or info@waysidehouse.org*

Chrysalis - A Center for Women - Adult Chemical Dependency Program
4432 Chicago Avenue South, Minneapolis, MN 55407 (612) 871-0118 *Primary Focus: Mix of outpatient mental health and substance abuse services for persons with co-occurring mental and substance abuse disorders, gay and lesbian, pregnant/ postpartum women, women.*

Indian Neighborhood Club on Alcohol and Drugs, Inc. (612) 871-7412 1805 Portland Ave, Minneapolis, MN 55404 *This club is dedicated to chemically dependent American Indians helping other chemically dependent persons become successful independent sober community members. The club was established to provide a program sensitive to the varied cultural needs of the chemically dependent American Indian. Today it serves primarily chemically dependent males with a residential facility complete with other recoveries, drug free atmosphere, step groups, AA meetings, and a varied array of activities sensitive to cultural issues for American Indian needs.*

Kateri Residence, 2408 4th Ave. S., Minneapolis, MN 55404 (612) 871-0477 *Kateri Residence is a resident living facility for Indian women with chemical dependency problems. It offers a supportive living environment while the resident is attending outpatient treatment and/or aftercare. Services available include supportive counseling, information and referral, independent living skills, peer support group, and a culture group. Residents are encouraged to continue their education, prepare for employment, and participate in other community-based programs. The organization serves all counties and reservations in Minnesota. Kateri Residence is a program of the church of St. Stephen.*

Asian Community Health Center, 962 University Ave W., St. Paul, MN 55104 (651) 644-7956 (acupuncture). *Limited information available.*

Minnesota Indian Women's Resource Center, 2300 15th Avenue South, Minneapolis, MN 55404 (612) 728-2008 <http://www.miwrc.org> *Services provided: outpatient substance abuse treatment, including*

persons with co-occurring mental and substance abuse disorders, seniors/older adults. **The Access Program** is designed to identify chemical abuse/dependency through a rule 25 assessment and to refer clients to appropriate services such as treatment, counseling, etc. **Healing Journey Program** is for late stage chemically dependent Native American women. We provide case management, education, and support services. **Training and Library Program** increases the information and knowledge base available about Native American women and chemical health. We provide in-depth technical assistance and offer workshops for people providing services for American Indian women. **Two Medicines Outpatient Program** provides both primary and relapse treatment and aftercare services. The two medicines of laughter and sharing are the path to recovery within all women.

Juel Fairbanks Chemical Dependency Services, 806 North Albert Street, St. Paul, MN 55104, (651) 644-6204 <http://juelfairbanks.org> At Juel Fairbanks Chemical Dependency Services, our caring staff has an outstanding record of guiding and mentoring the chemically dependent to recover from addiction and improve mental well being. Founded by an American Indian, our programs provide a welcoming, culturally conscious environment in which clients can receive: Residential Alcohol and Drug Treatment (State Rule 31), Group Residential Housing, Outreach Services (State Rule 25 assessments & detox), Case Management and Treatment Support Services, Outpatient Services, Co-occurring Treatment Services, and Aftercare Program Services.

Minneapolis American Indian Center, 1530 East Franklin Avenue, Minneapolis, MN 55404 (612) 879-1700 <http://www.maicnet.org> **The COPE Program** The Minneapolis American Indian Center was one of the earliest providers of chemical dependency services to the growing urban American Indian community in Minneapolis. The Chemical Dependency Program was originated in 1975, soon after the doors opened. The program has evolved and offered a number of different types of services over the years, ranging from Rule 25 assessments, to services for chronics, to primary prevention for youth. The goal of the current COPE (Creating Options for Prevention in the Environment) Program is to reduce substance abuse among at-risk urban American Indian youth by promoting protective factors through a wilderness experience that both challenges the youth, and helps reconnect them to their culture. For more information contact COPE Program Coordinator (612) 879-1702.

Eastern Psychological Services, 1885 University Ave. W, Iris Park Place, Suite 25, St. Paul MN 55104 612-203-1207 or e-mail info@easternpsych.com Joseph Lee, MA, LP <http://easternpsych.com/index.html> Limited information available.

LGBTQ Adult & Adolescent Resources:

The Pitiful State of LGBT Substance Abuse Treatment Availability: <http://www.addictionpro.com/blogs/michael-shelton-nalgap/pitiful-state-lgbt-substance-abuse-treatment-availability>

PRIDE institute, Eden Prairie/Minneapolis, MN: <http://pride-institute.com/about/our-staff/residential-program-clinical-staff/>

LGBTQ Resources: <http://www.namihelps.org/education/glbts-resources.html>

Children & Adolescent Resources: <http://www.mentalhealthmn.org/find-support/resource-list/children-adolescent-resources>

LGBT and Allied Organizations: <https://www.outfront.org/resources/organizations>

LGBT Links: http://www.thefamilypartnership.org/index.asp?Type=B_LIST&SEC=%7B095BDDA2-AF81-45BF-AC27-CA187ACE111E%7D

U of M Transgender Health Services: <http://www.med.umn.edu/fm/phs/clinic/transgender/>

U of M Child and Adolescent Services: <http://www.med.umn.edu/fm/phs/clinic/childandadolescent/home.html>

Suggested Resources:

- Fong, T. W. & Tsuang, J. (2007, November). Asian-Americans, addictions, and barriers to treatment, *Psychiatry*. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2860518/pdf/PE_4_11_51.pdf
- Loue, S. (2003). *Diversity Issues in Substance Abuse Treatment and Research*. New York: Kluwer Academic/Plenum Publishers.
- Straussner, S. L. A. (2000). *Ethnocultural Factors in Substance Abuse Treatment*. New York: The Guilford Press.
- Moodley, R., Epp, L., & Yusuf, H. (2012). *Counseling Across the Cultural Divide: The Clemmont E. Vontress Reader*. Ross-on-Wye, Herefordshire, UK: PCCS Books.
- Sue, D. W. & Sue, D. (2013), *Counseling the Culturally Diverse: Theory and Practice*, 6th Ed. Hoboken, NJ: John Wiley & Sons, Inc.
- Pascoe, E. (1985). *Racial Prejudice: Issues in American History*. New York: Franklin Watts.

National Asian Pacific American Families Against Substance Abuse (NAPAFASA) is a private, non-profit, 501(c)(3) membership organization dedicated to addressing the alcohol, tobacco, and other drug issues of Asian American and Pacific Islander (AAPI) populations on the continental U.S., Hawaii, the six Pacific Island jurisdictions and elsewhere. Founded in 1988, NAPAFASA involves service providers, families, and youth in efforts to reach API communities to promote health and social justice and to reduce substance abuse and related problems. <http://www.napafasa.org/about/mission.htm>

Bibliography

- Baruth, L. & Manning, M. (2012). *Multicultural counseling and psychotherapy: A lifespan approach* (5th ed.). Boston, MN: Pearson.
- Brammer, R. (2012). *Diversity in counseling* (2nd ed.). Belmont, CA: Brooks/Cole.
- Capuzzi, D. & Stauffer, M. (2012). *Foundations of addictions counseling* (end ed.). Boston, MA: Pearson.
- Davis, D. (2012). *Addictions counseling: A strengths perspective* (3rd ed.). Belmont, CA: Brooks/Cole.
- Doweiko, H. (2009). *Concepts in Chemical Dependency* (8th ed.). Belmont, CA: Books/Cole
- Fawcett, M. L., & Evans, K. (2012). *Experiential Approach for Developing Multicultural Counseling Competence*. Thousand Oaks, CA: Sage.
- Fong, T. W. & Tsuang, J. (2007, November). Asian-Americans, addictions, and barriers to treatment, *Psychiatry*. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2860518/pdf/PE_4_11_51.pdf
- Krestan, J. (Ed.). (2000). *Bridges to recovery: Addiction, family therapy, and multicultural treatment*. New York: Simon & Schuster.
- Loue, S. (2003). *Diversity Issues in Substance Abuse Treatment and Research*. New York: Kluwer Academic/Plenum Publishers.
- Moodley, R., Epp, L., & Yusuf, H. (2012). *Counseling Across the Cultural Divide: The Clemmont E. Vontress Reader*. Ross-on-Wye, Herefordshire, UK: PCCS Books.
- Pascoe, E. (1985). *Racial Prejudice: Issues in American History*. New York: Franklin Watts.
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- Sue, D. W. & Sue, D. (2013), *Counseling the Culturally Diverse: Theory and Practice*, 6th

Ed. Hoboken, NJ: John Wiley & Sons, Inc.

APPENDIX A: STUDENT NOTICES

WSU CED PROGRAM HANDBOOK

The Counselor Education Department **Program Handbook** is intended to serve as a basic reference and program guide to Counselor Education Department students throughout their program of study from the time of their application for admission to the program through their program completion. There is a link to the handbook on the left side of each ACCP course D2L site, as well as from the CED program site:

http://www.winona.edu/counseloreducation/Media/Program%20Handbook_2016-2017_Final.pdf

POLICY ON LATE OR UNFINISHED ASSIGNMENTS

Late work is not accepted except in extreme circumstances and with prior permission of instructor.

IMPORTANT: A grade of Incomplete (I or IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately. Additionally, all assignments must be completed—students cannot self-select (i.e., “pick-&-choose”) which assignments to complete; all assignments are required for a passing grade!

DIVERSITY & RESPECT

Please read WSU's commitment to diversity, Growing a Vibrant Community of Diverse Learners, including the *Inclusive Excellence Syllabus Statement*, at:

<http://www.winona.edu/diversity/estatement.asp>

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/ variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Communication: Chapter 9: Policies & Procedures (p. 47), of the *WSU Counselor Education Department's Program Handbook*, states: “Students are required to activate their Winona State University email account and to check their email regularly.” This is the primary mode of communication, as well as assignment feedback provided via D2L, and it the each student's responsibility to monitor their WSU email account daily.

[http://www.winona.edu/counseloreducation/media/program_handbook_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)

Confidentiality Notice: As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not

discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, friends, etc.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

Recording Policy: Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

ACADEMIC INTEGRITY POLICY

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others. WSU students are required to adhere to the University's standards of academic integrity, available at: <http://www.winona.edu/sld/academicintegrity.asp>

Academic Dishonesty: Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Counselor Education Department Campus Resources:

- Winona Campus: Nadia Miranda, Gildemeister Hall 132, (507) 457-5335, Nmiranda@winona.edu
- Rochester Campus: Sue Parks, Room EA 201, (507) 285-7488 Sparks@winona.edu

Graduate Studies Office:

- Patricia Cichosz, Office Manager pcichosz@winona.edu Somsen Hall 210C, 507-457-5038, 507-457-5571 (fax)

Other:

Advising, Career, Tutoring and Access Services are all part of the Warrior Success Center. The mission of the Warrior Success Center (WSC) is to serve Winona State University students by providing free and accessible services and resources for student success.

If you have a documented disability that requires accommodation, please let me know as soon as possible. For the WSU Accessibility Policies: <http://www.winona.edu/accessservices/gettingstarted.asp>

You can also contact Access Services.

- **Access Services**, Maxwell Hall 314, 507-457-5878. <http://www.winona.edu/accessservices/>
- **Advising Services**, Maxwell 314, 457-5878 <http://www.winona.edu/advising/>
- **Alex Hines, Director of Inclusion & Diversity**, AHines@winona.edu
- **Career Services**, Maxwell Hall 314, 507-457-5878 <http://www.winona.edu/career/>
- **Counseling & Wellness Services**, Integrated Wellness Complex 222, 507-457-5330 <http://www.winona.edu/counselingservices/>
- **Dr. Dan Linton, LGBT Advocate**, PAC 207 DLinton@winona.edu
- **Full Spectrum Gender & Sexuality Alliance**, fullspectrum@winona.edu <https://www.facebook.com/WinonaGLBTA?fref=nf>



- **Inclusion and Diversity Office**, Kryzsko Commons Room 236, 457-5595
<http://www.winona.edu/inclusion-diversity/>
- **Knowledge, Empowerment, Advocacy, and Pluralism (KEAP)**
Diversity Resource Center, Kryzsko Commons Room 162, keapstudent@winona.edu
- **Student Support Services** (Winona), Krueger Library 219, 507-457-5465
www.winona.edu/studentsupportservices/
- **Student & Campus Services** (Rochester), UCR Room SS 128, 507-285-7100,
rochss@winona.edu, www.winona.edu/rochester
- **TRiO Student Support Services**, Library 219, 507-457-5465
<http://www.winona.edu/studentsupportservices/>
- **Tutoring**, Library 220, 507-457-5878 <http://www.winona.edu/tutoring/>
- **University Center Rochester Counseling Center**, SS 133, 507-285-7260
www.rctc.edu/counseling_career_center
- **University Center Rochester Learning Center**, 3rd floor Atrium Area, 507-285-7182
www.roch.edu/learningcenter
- **Writing Center**, Minné Hall 348, 507-457-5505 <http://www.winona.edu/writingcenter/>

For additional information see:

- *WSU Counselor Education Program Student Handbook*
http://www.winona.edu/counseloreducation/Media/Program%20Handbook_2016-2017_Final.pdf
- *WSU Graduate Catalog 2016-2017* at: <http://catalog.winona.edu/index.php?catoid=15>
- *WSU Spring 2017 Academic Calendar* at:
<http://www.winona.edu/calendars/Media/2017%20SPRING%20ACADEMIC%20CALENDAR.pdf>

Resources for APA style:

- The Basics of APA - a video tutorial, distinguishing key information in manual:
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- The Online Writing Lab (OWL) at Purdue - presents with an easily accessible list of information about specific topics (e.g., referencing books, headings) and a sample APA Paper:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Citation Management suggestions, including information about Refworks, and suggestions for the Reference Page: <https://www.library.cornell.edu/research/citation/apa>
- APA Citation Style Guidelines:
http://www.cengage.com/resource_uploads/downloads/0495799661_216547.pdf
- Well-organized resource for specific APA style issues, including an APA style podcast, and a downloadable APA overview: <http://writing.wisc.edu/Handbook/DocAPA.html> and
<https://owl.english.purdue.edu/owl/resource/664/01/>
- APA Crib Sheet, 6th ed: <http://www.csus.edu/indiv/s/stonerm/APA%20Crib%20Sheet.pdf> and
<http://www.tandf.co.uk/journals/authors/style/reference/ta.pdf>

Resources for writing skills:

- **Writing Commons:** <http://writingcommons.org/>. This is a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

Student Appeals & Grievances:

Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. I suggest following the “chain of command” and taking your concern to the Counselor Education Department Chairperson, Dr. Mary Fawcett: mfawcett@winona.edu.

Please refer to the Graduate Catalogue, Academic Policies, and scroll down to Graduate Students Appeals Process (General), at <http://catalog.winona.edu/index.php?catoid=15> for graduate student appeal procedures. However, if you are not satisfied with our response or the decision rendered, you can access the *MnSCU* complaint procedures at: <http://www.winona.edu/sld/studentgrievance.asp>.