

Spring 2014

## CE 575 Syllabus: Addictions Counseling Multicultural Concerns

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### Recommended Citation

Moore, Mitch, "CE 575 Syllabus: Addictions Counseling Multicultural Concerns" (2014). *Counselor Education Syllabi*. 213.

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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 2014**

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

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

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**Office Hours:** Tuesdays & Wednesday, 12:00 PM to 5:00 PM, or by appointment

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**Short Faculty Bio:** I am a 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 offenders.

**Course Description:** Multiculturalism is an important concept to examine in relation to addictions counseling. Client age, race, gender identity, ethnic identity, sexual orientation, economic status and/or disability status can impact the course of addiction or treatment. In this course, students will examine cultural influences as they converge with substance abuse and dependence.

**Required Text and Other Readings:**

Bohannan, 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, 2<sup>nd</sup> 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. *Privilege: A reader, 3<sup>rd</sup> Ed.* Philadelphia: Westview Press (Perseus Books). ISBN-13: 978-0-8133-4871-1

Boylan, J. C. & Scott, J. (2011). *Practicum & Internship: Textbook and resource Guide or Counseling and Psychotherapy* (4<sup>th</sup> Ed.). New York, NY: Psychology Press. ISBN 9780415990691

**Additional Resource:**

*Publication Manual of the American Psychological Association*, 6th ed. (2010).  
Washington, DC: APA. ISBN 9781433805622 or 9781433805615

**NOTE:** Other readings as assigned.

**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.
- Discuss research related to culture upon the development and treatment of addiction and other mental health disorders.
- Understand 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.

- Identify your personal implicit and explicit biases, ethnocentrism, and blind spots and its impact on your ability to counseling people of other cultures.
- Understand the stages of social identity development and identify your present 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 3/7/14, 11:59 PM)	50
2	Final Exam	Week 16 (due 5/8/14, 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	Paper #1, Film Review	Week 5 (due 2/14/14, 11:59 PM)	50
6	Paper #2, Visceral Cultural Experience	Week 9 (due 3/21/14, 11:59 PM)	100
7	Paper #3, Special Populations/Site Visit	Week 13 (due 4/18/14, 11:59 PM)	150
	<b>Total</b>		<b>600</b>

*GRADE SCALE*

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

**LATE WORK WILL NOT BE ACCEPTED.**

**TENTATIVE COURSE SCHEDULE**

Week of	Topics & Assignments <b>Please access all attachments on the D2L Course Content for each week!</b>
1 1/13/14	<i>Introduction &amp; Course Overview</i> Syllabus and assignments; APA format; licensure & core functions. <b>Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised (MAKSS-CE-R)</i> (Pre-test)</b>
2 1/20/14	Hays & Erford <i>Developing Multicultural Counseling Competence: A Systems Approach, 2<sup>nd</sup> 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. <b>Short Quiz #1 Due 1/24/14</b>
3 1/27/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 3, Social Justice Counseling. <i>Asking and Listening</i> , Part 2: Improving the Observers, Chapters 5-17. <b>Short Quiz #2 Due 1/31/14</b>
4 2/3/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 4, Racism and White Privilege. Kimmel & Ferber <i>Privilege: A Reader, 3<sup>rd</sup> Ed.</i> , Part One—Making Privilege Visible, Chapters 1 through 6. <b>Discussion Post #1</b>
5 2/10/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 5, Gender and Sexism. <b>Paper #1, Film Review, Due 2/14/14</b>
6 2/17/14	<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 <b>Short Quiz #3 Due 2/21/14</b>
7 2/24/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 7, Social Class and Classism. <i>Privilege: A Reader</i> , Part Two—Understanding Privilege, Chapters 7 through 12 <b>Discussion Post #2</b>
8 3/3/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 8, Disability, Ableism, and Ageism. <b>Mid-Term Exam Open March 2-7, 2014</b>
<b>3/10/14</b>	<b>Spring Break—No Classes</b>
9 3/17/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 9, Individuals and Families of African Descent. <b>Paper #2, <i>Visceral Cultural Experience</i>, Due 3/21/14</b>
10 3/24/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 10, Individuals and Families of Arab Descent. Boylan & Scott <i>Practicum &amp; Internship: Textbook and Resource Guide for Counseling and Psychotherapy, 4<sup>th</sup> Ed.</i> , Chapter 8—Guidelines for Interns Working with Special Populations and Crisis <b>Short Quiz #4 Due 3/28/14</b>
11 3/31/14	<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, Chapters 13 through 16 <b>Discussion Post #3</b>
12 4/7/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 12, Individuals and Families of Latin Descent. <i>Practicum &amp; Internship</i> : Chapter 8—Guidelines for Interns Working with Special Populations and Crisis <b>Short Quiz #5 Due 4/11/14</b>
13 4/14/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 13, Counseling Native Americans, and Chapter 16, Spiritual Diversity. <b>Paper #3, <i>Special Populations/Site Visit</i>, Due 4/18/14</b>
14 4/21/15	<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, Chapters 17 through 20 <b>Discussion Post #4</b>
15 4/28/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 17, Alternative Approaches to Counseling Theories, and Chapter 18, Multicultural Diagnosis and Conceptualization. <b>Complete the <i>Multicultural Awareness, Knowledge, and Skills Survey - Counselor Edition-Revised (MAKSS-CE-R)</i> (Post-test)</b>
16 5/5/14	<i>Developing Multicultural Counseling Competence</i> , Chapter 19, Themes and Future Directions in Multicultural Counseling: Theory, Ethics, Practice, and Research. <b>Final Exam Open May 4-8, 2014</b>
	<b>Please access and review all attachments on the D2L Course Content for each week!</b>

## ASSIGNMENTS

### 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, 3/7/14 11:59 PM, and a 25-question, multiple choice (worth 50 points) **Final Exam** covering chapters 9-19, due Week 16, 5/8/14 11:59 PM, taken from the primary course textbook, *Developing Multicultural Counseling Competence: A Systems Approach, 2<sup>nd</sup> 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 Bohannon & van der Elst’s *Asking and Listening: Ethnography as Personal Adaptation*, and the last two from Boylan & Scott’s *Practicum & Internship: Textbook and resource Guide or Counseling and Psychotherapy, 4<sup>th</sup> Ed.*, Chapter 8—Guidelines for Interns Working with Special Populations and Crisis. Each quiz is 10 multiple choice 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, 3<sup>rd</sup> Ed.* throughout the semester. Course texts and scholarly literature should be used to support comments and opinions, to include citing at least one reference in each post to support your comments and opinions about that topic. Students are required to respond to at least two other students’ posts. Each discussion topic will be graded by the rubric below.

- Discussion Question #1—Original post due Tuesday, 2/4/14; comments to others due Friday, 2/7/14.
- Discussion Question #2—Original post due Tuesday, 2/25/14; comments to others due Friday, 2/28/14.
- Discussion Question #3—Original post due Tuesday, 4/1/14; comments to others due Friday, 4/4/14.
- Discussion Question #4—Original post due Tuesday, 4/22/14; comments to others due Friday, 4/25/14.

#### Grading Rubric 2: D2L Discussion Questions

Points Possible	Description (For each discussion topic, students will earn from 0-25 points.)
0 points	No posts or comments. You will receive <b>0</b> points unless you make an original post <u>and</u> respond to 2 other students’ posts. All posts <u>must</u> be completed by dates due!
1-9 points	Original post limited in discussion, no references cited to support comments, and responses to others’ posts minimal and “atta boy/girl” quality.
10-18 points	Original post lacking in discussion and depth; references cited to support comments lack academic rigor or dubious; lower quality responses to others’ posts.
18-25 points	Original post thoroughly discussed and rigorous, references cited of academic merit and applicability, and responses to others’ posts are thorough and thoughtful.

### IV. PAPERS/PROJECTS: (There are 3 papers/projects worth 300 points total)

**Paper 1: Film Review, 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 by class time of Week 5. Submit to the Dropbox or email it to me.**

**Paper 2: Visceral Cultural Experience, 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. Paper 2 will allow you two opportunities to experience actually “walking in the shoes” of the Other.

**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, try not to 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 S W, 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 1<sup>st</sup> 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

- **Souper 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**

- **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, and children each day. Due to our relationship with Second Harvest Food Bank; we can purchase protein, vegetables, fruits and other foods at an extremely reduced rate. USDA commodity foods (beans, pasta, whole chickens) are sometimes available for as low as 4 cents per pound!*

**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, 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

**Fasika Ethiopian Restaurant**  
510 Snelling Ave N.  
St. Paul, MN 55104  
651-646-4747

**Holy Land Bakery & Deli**  
2513 Central Ave NE  
Minneapolis, MN 55418

**Suuqa Karmel**, 2944 Pillsbury Ave S, Minneapolis, Minnesota  
*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.*

**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.

**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>

**Students will write an APA paper:**

1. Describes your experience using concepts and terms from the course material.  
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.

**Choose only one of the experiences to complete number 2 and 3.**

2. Describe what the cultural group you visited experiences on a daily basis using concepts and terms from the course material/research (client worldview).
3. 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).

**Paper length:** 4-6 pages, not including a cover and reference page. You must support your findings with current research beyond the course textbooks utilizing a minimum of 3 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—10 points; compare/contrast experiences, 10 points; self-awareness and personal reflection—20 points; client worldview—20 points; clinical competency/assessment & counseling strategy—40 points; **Total = 100 points, due by class time of Week 9. Submit to the Dropbox or email it to me.**

**Paper 3: Special Populations/Cultural Diversity and Treatment Site Visit, 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:** 6-7 pages, not including a cover and reference page (10 points per page, up to **70 points**). 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)—**60 points**; historical population overview in Minnesota—10 points; biopsychosocial factors that provide strengths and challenges—10



points; factors that contribute to increased co-occurring disorders—10 points; cultural considerations for counseling and evidence-based or evidence-informed counseling approaches—10 points; description of agency, including history, population served, theoretical perspectives embraced and evidence-based (or evidence-informed) treatment approaches utilized, and therapeutic specialties—20 points. **Total = 150 points, due by class time of Week 13. Submit to the Dropbox or email it to me.**

### Assignment Resources

**Read:** *Cultural Competence in Substance Abuse Treatment, Policy Planning, and Program Development: An Annotated Bibliography*

<http://www.mocmhc.org/documents/Bibliography%20of%20Cultural%20Competence%20in%20Substance%20Abuse%20Treatment.pdf> **Hint:** here is a list of potential articles for your paper(s).

**Also:** *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
- 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 intersex 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) 931-7554

<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) 746-7977 East 7th Street

Saint 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

Saint Paul Office 55408 (612) 871-7878

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](mailto:deafhoh1@fairview.org) 1-800-282-3323

<http://www.uofmmmedicalcenter.org/Specialties/Behavioralhealth/Substanceabuse/ChemicalDependencyPr>

[ogamforDeafandHardofHearing/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). Clinical staff determines admission dates. Our program follows the Minnesota model, a 12-step philosophy. We are sensitive to dual diagnosis, and address mental health concerns with our clients. We offer individual and group therapy in ASL, lectures, workshops, family therapy, recreational activities, grief groups, comprehensive assessment services and aftercare planning. You can attend interpreted 12-step meetings within the hospital and community. There is also one ASL meeting on the hospital campus.

**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.

**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 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 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](mailto:COPE@maicnet.org) (612) 879-1700

**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](mailto: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/glb-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-CA187ACE11E%7D](http://www.thefamilypartnership.org/index.asp?Type=B_LIST&SEC=%7B095BDDA2-AF81-45BF-AC27-CA187ACE11E%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:

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*, 6<sup>th</sup> Ed. Hoboken, NJ: John Wiley & Sons, Inc.  
Pascoe, E. (1985). *Racial Prejudice: Issues in American History*. New York: Franklin Watts.

**Read:** 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](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2860518/pdf/PE_4_11_51.pdf)

**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>

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- Brammer, R. (2012). *Diversity in counseling* (2<sup>nd</sup> 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* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole.
- Doweiko, H. (2009). *Concepts in Chemical Dependency* (8<sup>th</sup> 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](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.
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Sue, D. W. & Sue, D. (2013), *Counseling the Culturally Diverse: Theory and Practice, 6<sup>th</sup> Ed.* Hoboken, NJ: John Wiley & Sons, Inc.

## APPENDIX A: STUDENT NOTICES

### 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.

### 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.

**Class Visitor Policy:** Due to the clinical nature of this course, visitors of any age are not allowed without the instructor’s prior approval.

### Campus Resources:

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

### Other:

- Student Support Services, Howell Hall 133, 457-5465 (<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391 (<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505 (<http://www.winona.edu/writingcenter/>)
- GLBT Advocate, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

### For additional information see:

- *WSU Counselor Education Program Student Handbook*  
[http://www.winona.edu/counseloreducation/media/program\\_handbook\\_final\(2\).pdf](http://www.winona.edu/counseloreducation/media/program_handbook_final(2).pdf)
- *WSU Graduate Catalog 2013-2014* at: <http://catalog.winona.edu/index.php>
- *WSU Fall 2013 Academic Calendar* at:  
[http://www.winona.edu/calendars/Media/20143\\_FALL\\_2013\\_ACADEMIC\\_CALENDAR\\_2013\\_0429.pdf](http://www.winona.edu/calendars/Media/20143_FALL_2013_ACADEMIC_CALENDAR_2013_0429.pdf)
- *WSU Spring 2014 Academic Calendar* at:  
[http://www.winona.edu/calendars/media/20145\\_spring\\_2014\\_academic\\_calendar\\_20130531.pdf](http://www.winona.edu/calendars/media/20145_spring_2014_academic_calendar_20130531.pdf)