

**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT**

**COURSE SYLLABUS
CE 575 - Addictions Counseling: Multicultural Concerns
(3 semester hours)**

Spring, 2013

Meeting Days, Dates and times: Friday, February 8, 2013 – 5:00 p.m. to 10:00 p.m.

Saturday, February 9, 2013 – 9:00 a.m. to 6:00 p.m.

Friday, April 12, 2013 – 4:00 p.m. to 10:00 p.m.

Saturday, April 13, 2013 – 9:00 a.m. to 6:00 p.m.

Room Location: East Hall (EA) 262

Instructor Contact Information:

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Office Hours:

Wednesday and Thursday
12:00 p.m. to 5:00 p.m.
(and by appointment)

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:

Loue, Sana. (2003). *Diversity issues in substance abuse treatment and research*. New York:

Kluwer Academic / Plenum Publishers.

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.
- Discuss research related to culture upon the development and treatment of addiction.
- Discuss the impact of cultural biases and prejudice on the development of addiction.
- Critically examine the influence of media upon addiction.
- Identify personal biases and blind spots.
- Explain the cycles of oppression and liberation.

Grading Scale:

100-93%: A
92-86%: B
85-79%: C
78-72%: D

#	Assignment	Total Points
1	Critical Analysis and Discussion Paper from Textbook Readings	280 points
2	Multicultural Interview with a Mental Health Services Provider Reflection and Discussion Paper	70 points
3	Research Project and Paper: Multiculturalism and Addictions	400 points
4	Power Point Presentation	140 points
5	Unpacking Invisible Backpack Paper	110 points
<i>Total</i>	All Assignments Combined Score	1,000 points

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.

l.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.

Course Requirements:

Assignment # 1 - Critical Analysis and Discussion Papers:

Students are required to write seven short papers (2 to 3 pages in length) in which they discuss the core content of the required textbook chapters and how key ideas from the book might be applied in a clinical addictions counseling setting. Papers are to be presented in a double space format and written in appropriate APA writing and reference style. Papers are to: 1) present a brief synopsis

of key points from the assigned chapter, 2) discuss the impact and implications of applying the information in an addictions counseling setting, 3) identify the benefits and/or challenges to clients and to the addictions counseling provider if the ideas and/or concepts presented in the text are applied, 4) discuss how the identified challenges might be overcome, and 5) discuss the value added benefit of inclusion of the ideas and/or concepts into the practice of addictions counseling practice.

Topics and Due Dates:

Chapter 1	Diversity: Theory and Meaning	Due: 02/15/13
Chapter 2	Substance Abuse and Dependency: Definition, Causation, Epidemiology, and Sequelae	Due: 02/22/13
Chapter 3	The Development of Drug Policy	Due: 03/01/13
Chapter 4	Considering the Historical and Cultural Context: Race and Ethnicity	Due: 03/08/13
Chapter 5	Considering the Historical and Cultural Context: Sex and Sexual Orientation	Due: 03/29/13
Chapter 6	Diversity Issues in Treatment	Due: 04/05/13
Chapter 7	Diversity Issues and Addiction Treatment Research	Due: 04/12/13

Grading Criteria for the Critical Analysis and Discussion Papers from Textbook Readings	Maximum Points Possible (per paper)
Synopsis of key content from required reading from text was clearly articulated and well developed and discussed.	5
Impact and implications of application of ideas in a clinical addictions counseling setting were realistic, thoughtful and insightful.	5
Benefits and challenges to clients and providers were realistic, thoughtful and insightful.	5
Strategies for overcoming identified challenges associated with application of key content in addictions counseling setting were viable and realistic.	5
Ideas for inclusion of key concepts from reading into a clinical addictions counseling setting were relevant and practical.	5
Paper was well developed, written and presented.	5
Grammar and punctuation was consistent with graduate level writing.	5
APA writing and reference style guidelines were followed.	5
Total points for each assigned paper.	40

Assignment Grading:

Each of the seven papers is worth a possible 40 points toward a total potential score of 280 points for all seven papers combined.

Assignment # 2 – Multicultural Interview with Mental Health Services Provider:

Each student is to arrange for an interview with a mental health practitioner who provides counseling services to multicultural clients with addictions issues. If the student lives in an area where there is a large population of people from a specific multicultural group (e.g. Austin, MN where there is a large number of migrant workers from Mexico, or Red Wing, MN where there is a Native American Indian reservation), they may want to visit a counseling center where services are provided to that multicultural group. Questions for the interview are to include, but are not limited to:

- 1) Describe the diverse populations to whom you provide addictions counseling services.
- 2) What particular issues must you be sensitive to when counseling this multicultural group?
- 3) What is your knowledge source for cultural information regarding this multicultural population?
- 4) What theory and/or counseling techniques do you find to be most effective when providing counseling services to this multicultural group? Explain.
- 5) What do you believe is the biggest challenge for a counselor when working with a client with addictions issues who comes from a different cultural experience than the counselor?
- 6) What advice would you give a beginning counselor, when working, for the first time with clients from diverse cultural groups?
- 7) What specific training and/or education have you had in the area of substance abuse counseling with multicultural clients?
- 8) What do addictions counselor training programs at colleges and universities need to add to their curriculum in order to better serve the counseling needs of multicultural clients with addictions issues?
- 9) Describe your employer's perspective on meeting the needs of clients from multicultural backgrounds?
- 10) What additional information do you think is important for a beginning addictions counselor to be aware of regarding counseling people from diverse backgrounds and experiences?

Interview Synopsis, Reflection and Discussion Paper:

Following the interview experience, the student will prepare a 5 to 7 page paper (word processed double space typed) that presents synopsis, reflection and discussion of their interview experience. The paper is to include: 1) the student's name and the name and location of the site, 2) a general description of the setting and the clients who are served there, 3) a synthesis of the overall interview in terms of information gained from the experience, 4) a statement regarding the student's perspective on the overall effectiveness of the counseling center in terms of its ability to meet the unique needs of clients from diverse groups, and 5) the overall value and/or benefit gained from conducting the multicultural interview with an addictions counseling professional.

Grading Criteria for the Multicultural Interview with Mental Health Services Provider Paper	Maximum Possible Points
The setting and clients served at the site was clearly stated and described.	10
A synopsis of the overall information gained from the interview was included in the paper and was well presented.	10
A statement of the effectiveness of the counseling center's ability to meet the unique needs of diverse clients was included in the paper and was well developed and presented.	10
The overall value and/or benefit of the multicultural interview with addictions counseling professional was included in the paper and was well developed and presented.	10
The paper was well developed, written and presented.	10
Grammar and punctuation in the paper was consistent with graduate level writing.	10
The stated requirements for the paper were met.	10
Total points for each assigned paper.	70

Assignment Grading:

The interview synopsis, reflection and discussion paper is worth a possible 70 points toward the final course grade.

Due Date:

The interview synopsis paper is due at the last meeting for the class.

Assignment # 3 – Research Project and Paper: Multiculturalism and Addictions:

Students are to engage in a research project focusing on addictions and a specific multicultural group (e.g. their own ethnic and/or racial group, a multicultural group living in their home community, or a multicultural group of particular interest to the student). The research project is to include: 1) a review of current literature on the multicultural group, 2) how the media (e.g. general release films) portrays the multicultural group to the public, 3) commonly held stereotypes and/or biases about the multicultural group held by the general public, 4) anecdotal stories and/or factual accounts pertaining to the multicultural group, 5) influences (e.g. political, religious, biological, family values, environment, historical, etc.) impacting on the multicultural group and their relationship with substance abuse and/or addictions, 6) the multicultural group's commonly held perceptions on mental health counseling and therapy, 7) addictions counseling theories and techniques found to be most effective when working with the multicultural group, 8) cautionary issues for counselors when working with clients from the specific multicultural group, 9) possible relapse issue for the multicultural group, 10) questions needing further research by scientists, medical professionals, scholars, counselors, etc. NOTE: The research project may also include information gained through personal interviews with people from the multicultural group, counselors who provide addictions counseling services to the multicultural group and others who have relevant knowledge and experience specific to the multicultural group.

Requirements for Multiculturalism and Addictions Paper:

The research project will culminate with the submission of a 10 to 12 page paper presented in appropriate APA writing and reference style. The paper is to include the following sections: 1) title page, 2) introduction: 3) literature review, 4) anecdotal stories and/or factual accounts pertaining to the multicultural group (e.g. personal interview(s), stories, personal experiences, etc.), 5) discussion and conclusion, and 6) references.

Grading Criteria for the Multiculturalism and Addictions Project and Research Paper	Excellent	Very Good	Average	Fair	Poor
Final Project Process and Outcomes as Reflected in Content and Process in Final Research Paper	Final project demonstrated a very high degree of planning, development and engagement by the student = 180 to 200	Final project demonstrated a high degree of planning, development and engagement by the student = 160 to 179	Final project demonstrated an average degree of planning, development and engagement by the student 140 to 159	Final project demonstrated a fair degree of planning, development and engagement by the student = 120 to 139	Final project demonstrated a poor degree of planning, development and engagement by the student = 119 and below
Writing Quality	Strong writing style with clear ability to express point of view. Excellent grammar, syntax, spelling etc. = 180 to 200	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc. 160 to 179	Writing style adequately conveys meaning. Some grammar, syntax, and spelling errors. = 140 to 159	Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling etc. = 120 to 139	Considerable difficulty expressing ideas or descriptions clearly. Made grammatical, syntactical, and spelling errors. = 119 and below

Assignment Grading:

The multicultural addictions research project and paper is worth a possible 400 points toward the final course grade.

Due Date:

The interview synopsis paper is due at the last meeting for the class.

Assignment # 4 – Power Point Presentation:

Students are to prepare and present a Power Point presentation of their multiculturalism and addictions research project and paper. The presentation will be given by the student at the final meeting of the class. The presentation is to be between 15 and 20 minutes in length, and may include information from professional literature, film clips, classroom activities to engage the audience in the learning process, personal stories and experiences of the presenter, and other information and/or activities that will help inform the audience about the multicultural group that was researched by the student. Students are to provide the audience with a handout of useful information from their Power Point presentation. Presentations should also include time for questions and discussion.

Grading Criteria for the Power Point Presentation	Maximum Possible Points
The presentation was well planned	20
The presentation had a clear beginning, middle and end	20
The presentation was engaging and interesting	20
The content of the presentation was well researched and supported by current literature and personal accounts and experiences	20
The presentation included interactive activities and/or media resources to enhance audience learning	20
The presentation provided appropriate handout materials to support audience presentation goals and objectives	20
Total points for Power Point Presentation	20
Total points for each assigned paper.	140

Assignment Grading:

The multicultural addictions research project and paper is worth a possible 140 points toward the final course grade.

Due Date:

Presentations will be given at the final meeting of the class.

Assignment 5 – Unpacking Your Invisible Backpack:

Each student will read the article by Peggy McIntosh found through the following web link: <http://www.uakron.edu/centers/conflict/docs/whitepriv.pdf> After reading the article, the student will need to complete two tasks. The student will investigate what it is like to have white privilege from their perspective. If ethnic background is other than white, the student will investigate how they view others as having white privilege.

First, reflect on the article and ideas Peggy presents. The following are questions to get the reflection started (the student will need to add their own as well):

- In what ways are you like Peggy in that you have not considered the advantages of being white?
- How is white privilege protected as you see it?
- What do you feel about having an invisible backpack?
- What will you do to lessen the power inherent in white privilege?
- Do you see yourself as an oppressor?

- Is it difficult to view yourself as an oppressor?
- In what ways might you contribute to the idea of being an oppressor?
- What will you do to challenge not just individual acts of racism, but systemic oppression?

Second, you will describe what is in your invisible backpack and provide everyday examples for those “items”. Use the list of 26 items provided by Peggy’s article to get started. The student needs to use no more than 15 of Peggy’s items, but the total items identified in the backpack must have a minimum of 26. The student will need to provide an example for each item identified. The paper should be 5-7 pages in length.

Criteria for Unpacking Your Invisible Backpack	Excellent	Very Good	Good	Fair	Poor
Writing Quality	Strong writing style with clear ability to express point of view. Excellent grammar, syntax, spelling etc. = 36.6 points	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc. = 30 points	Writing style adequately conveys meaning. Some grammar, syntax, and spelling errors. = 26 points	Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling etc. = 23 points	Considerable difficulty expressing ideas or descriptions clearly. Made grammatical, syntactical, and spelling errors. = 20 points
Reflection Questions	Strong examination of reflection questions. Definite insights into reflections questions and impact of topic on self and others. Openness to exploring topic. =36.6 points	Some examination of reflection questions. Some insight and connections regarding impact of topic on self and others. Openness to exploring topic. = 30 points	Adequate examination of reflection questions. Some experience at an intuitive or emotive level. Somewhat open to exploring topic. = 26 points	Doing the assignment. Neutral experience without personal resonance or impact. Limited openness to exploring topic. = 23 points	Rigid attitude. Resistant change in established point of view. No openness to exploring topic. = 20 points
Items Identified	Strong effort in identifying items. Items relevant to everyday experiences. = 36.6 points	Adequate effort in identifying items. Items relevant to everyday experiences. = 30 points	Some effort in identifying items. Items are somewhat relevant to everyday experiences. = 26 points	Little effort in identifying items. Items not relevant to everyday experiences. = 23 points	No effort in identifying items. Items not identified. = 20 points

Assignment Grading:

The *Unpack Your Invisible Backpack* project is worth a possible 110 points toward the final course grade.

Due Date:

The *Unpack Your Invisible Backpack* project is due to the course instructor by 5:00 p.m. on 05/03/13.

Attendance and Participation:

Since this course involves limited in-class time, students are *required to attend all scheduled class sessions*. Active involvement in discussions and classroom activities is expected.

Commitment to Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If a student feels that their differences may in some way isolate them from WSU's community or if they have a need of any specific accommodations, they are encouraged to speak with the instructor about their concerns and what can be done to help them become an active and engaged member of the class and community. (List of campus resources can be found in [Appendix A](#)).

Policy on Late or Unfinished Assignments:

Late work is not accepted except under extraordinary circumstances (e.g. prolonged illness). Under no circumstances will late work be accepted without prior approval from the course instructor. IMPORTANT: A grade of In Progress (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.

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.
- Krestan, J. (Ed.). (2000). *Bridges to recovery: Addiction, family therapy, and multicultural treatment*. New York: Simon & Schuster.
- Doweiko, H. (2009). *Concepts in Chemical Dependency* (8th ed.). Belmont: CA: Books/Cole

APPENDIX A: STUDENT NOTICES**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 needing special accommodations due to a documented disability are encouraged to talk with the course instructor about appropriate accommodations and medical emergency procedures that are to be followed in the event of an evacuation. Every effort will be made to meet the student's unique situation and needs.

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, 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 Dishonesty Policy:

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.

Campus Resources:

- 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/>)
- GLBTA Advocate, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

