

Spring 2011

CE 575 Syllabus: Addictions Counseling: Multicultural Concerns

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Spring 2011
Addictions Counseling: Multicultural Concerns
CE 575
(3 semester hours)**

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COURSE DESCRIPTION

Multiculturalism is an important concept to examine in relation to addictions counseling. 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 abuse and dependence.

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 you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. (List of campus resources can be found in [Appendix A](#)).

TEXTS

Krestan, J. (Ed.). (2000). *Bridges to recovery: Addiction, family therapy, and multicultural treatment*. New York: Simon & Schuster.

Course readings as assigned (see Appendix C for bibliography).

STUDENT OUTCOMES

By the end of the semester, a student 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 his or her own personal biases and blind spots.
- Explain the cycles of oppression and liberation.

Minnesota Licensed Alcohol and Drug Counselor 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	Rubric	Points Possible	Points Received
1	D2L Discussion Questions	1	60 (2 questions per day = 5 pts per question x 6 days)	
2	Immersion Reflections	2	45 (15 pts x 3)	
3	Immersion Log	3	10	
4	Journal Article Critiques	4	60 (20 pts x 3)	
5	Unpacking Invisible Backpack Paper	5	20	
6	12 Step Meeting Reflection Paper	6	20	
<i>Total</i>			220	

See [Appendix B](#) for all scoring rubrics.

GRADE SCALE

100-93%: A

92-86%: B

85-79%: C

78-72%: D

ATTENDANCE & PARTICIPATION

Because this course involves limited in-class time, students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class, and additional assignments will be given to make up for missed work.

ASSIGNMENTS

D2L DISCUSSION QUESTIONS

During the dates in which class will occur via D2L, students will be expected to respond to D2L discussion questions on an assigned topic. Student responses should portray an in-depth reflection upon the particular topic. Two questions will be provided worth five points each.

IMMERSION EXPERIENCE:

Each student will **design and carry out an experience** or series of experiences that involve them in culturally different communities by attending, visiting or **preferably participating in** cultural diversity experiences. The “experiences” should be made up of a minimum of **8 hours** of lived experience in a selected community or communities and push the student to engage with people from a background otherwise unknown in their life experience. These experiences may include or be a combination of spending time in an ethnic market, attending religious services, habitation among the homeless, working in a food pantry, attending cultural events on campus, etc. Students are encouraged to be creative in selecting activities that will help them experience another world and not just watch an unknown diverse situation.

Each student will write three 3-page reflections that describe the encounter(s), highlighting their emotional responses to the experience. Immersion Reflection #1 is due on February 7. Immersion Reflection #2 is due on March 21. Immersion Reflection #3 and Immersion Log are due on April 18.

JOURNAL ARTICLE CRITIQUES:

Students are responsible for utilizing WSU databases to locate four scholarly articles related to addiction counseling. Each article will be turned in to the instructor electronically with a one-page, single-spaced critique per article. Each critique should contain the following: One paragraph summarizing the article, one paragraph describing the pros and cons of the article, and one paragraph describing your opinion of the article. Each article critique will be worth a maximum of ten points, for a total of 30 points.

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 5-8 pages in length.

ATTENDANCE AT 12 STEP MEETINGS/REFLECTION PAPER:

As part of your class experience, you are required to attend two “Open” 12-Step meetings. Part of this assignment will also include your briefly speaking with at least one member at each group attended (the chairperson/leader is usually an easy person to talk to). Keep a log of your experiences at each meeting (to include what you learned from speaking with the group member). I suggest you attend in the company of one of your classmates.

This assignment will have the following components:

An introduction – This one-to-two paragraph introduction will provide an overview of the two meetings that you attended.

An attendance log – This log will record your attendance at two 12-step meetings, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting. Include what you learned by briefly speaking with at least one member at each group attended.

A summary paper – This is to be a *minimum five page paper* describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, (c) what this exercise has taught you about what clients might experience, and (d) what you noticed about the dynamics of diversity in the meetings.

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) 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.

TENTATIVE SCHEDULE

Date	Topic	Assignment
01-10-11	CLASS: Review syllabus, Introduction to multiculturalism and addiction counseling	READ KRESTAN CHAPTERS 1&2
01-17-11	Martin Luther King Day – NO CLASS	
01-24-11	D2L: Treating Native Americans	READ KRESTAN CHAPTER 3 D2L DISCUSSION QUESTIONS JOURNAL CRTIQUE #1 DUE
01-31-11	CLASS: Continued discussion of the treatment of Native Americans, Intro to racism	
02-07-11	D2L: Racism	D2L DISCUSSION QUESTIONS IMMERSION REFLECTION #1 DUE
02-14-11	CLASS: Sexism, Treating African Americans	READ KRESTAN CHAPTER 5
02-21-11	D2L: Treating African Americans	D2L DISCUSSION QUESTIONS JOURNAL CRITIQUE #2 DUE
02-28-11	CLASS: Exploring stereotypes/prejudice, white privilege	WHITE PRIVILEGE ASSIGNMENT DUE
03-07-11	SPRING BREAK: NO CLASS	
03-14-11	CLASS: Homophobia, Treating Mexican American clients	READ KRESTAN CHAPTER 8
03-21-11	D2L: Treating Puerto Rican Families	READ KRESTAN CHAPTER 9 D2L DISCUSSION QUESTIONS IMMERSION REFLECTION #2 DUE
03-28-11	CLASS: Ableism, Ageism, Cycle of Oppression and Liberation	
04-04-11	D2L: Treating Asian/Pacific Americans	READ KRESTAN CHAPTER 7 D2L DISCUSSION QUESTIONS JOURNAL CRITIQUE #3 DUE
04-11-11	CLASS: Developing culturally sensitive addiction counseling practices, social justice advocacy	
04-18-11	D2L: Treating West Indians, European origins, and Jewish Americans	READ KRESTAN CHAPTERS 4, 6, & 10 D2L DISCUSSION QUESTIONS 12 STEP REFLECTION PAPERS DUE
04-25-11	CLASS: Reflections	IMMERSION REFLECTION #3 DUE IMMERSION LOG DUE

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 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.

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.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed.

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/>)

APPENDIX B: ASSIGNMENT SCORING RUBRICS

Rubric 1: D2L Discussion Questions

5	Strong effort used in answering questions. Strong writing style with clear ability to express point of view. Definite insights into issues and implications of topic related to the counseling profession.
3-4	Adequate effort used in answering questions. Good writing style with solid ability to convey meaning. Some insights into situations, issues, and implications of the topic related to the counseling profession.
1-2	Minimal effort used in answering questions. Difficulty expressing ideas, feelings or descriptions and lacks insight into situations, issues, and implications of the topic related to the counseling profession.
0	No effort used in answering questions. Considerable difficulty expressing ideas or descriptions clearly. Rigid attitude and lacks insight into situations, issues, and implications of the topic related to the counseling profession.

Rubric 2: Immersion Reflections

Criteria	15	10-14	6-9	1-5	0
Writing Quality	Strong writing style with clear ability to express point of view. Excellent grammar, syntax, spelling etc.	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.	Writing style adequately conveys meaning. Some grammar, syntax, and spelling errors.	Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling etc.	Considerable difficulty expressing ideas or descriptions clearly. Made grammatical, syntactical, and spelling errors.
Insights and Understanding	Definite insights into issues and implications of events for self. Aware of increased complexity of issues and situations. Strong examination and application of experiences to counseling.	Some insights into situations, issues, and personal change and growth. Making connections with implications for self. Some complexity. Adequate examination and application of experiences to counseling.	Positive experience at an intuitive or emotive level. Gains affectively from the “experiences” but insights based on conscious reflections are few or simplistic. Some examination and application of experiences to counseling.	Doing the assignment. Neutral experience without personal resonance or impact. Little examination and application of experiences to counseling.	Rigid attitude. Resistant change in established point of view. No examination and application of experiences to counseling.

Rubric 3: Immersion Log

Points	10	7-9	4-6	2-3	0-1
Experiences	Attended a multitude of experiences that engaged the student in thoroughly exploring the cultures of others.	Attended a variety of experiences leading to adequate exploration.	Experiences were somewhat varied leading to some exploration.	Experiences were limited in variety which hindered exploration.	Not committed to attending a variety of experiences which resulted in no exploration of the cultures of others.

Rubric 4: Journal Article Critiques

Category/Criteria	Points possible (per critique)	Points Received
Relevance of article to counseling	4	
Grammar and Spelling	4	
Article Summary	4	
Pros and cons (description of article)	4	
Student opinion or article	4	
Total	20	

Rubric 5: Unpacking Your Invisible Backpack

Criteria	20	15-19	10-14	5-9	0-4
Writing Quality	Strong writing style with clear ability to express point of view. Excellent grammar, syntax, spelling etc.	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.	Writing style adequately conveys meaning. Some grammar, syntax, and spelling errors.	Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling etc.	Considerable difficulty expressing ideas or descriptions clearly. Made grammatical, syntactical, and spelling errors.
Reflection Questions	Strong examination of reflection questions. Definite insights into reflections questions and impact of topic on self and others. Openness to exploring topic.	Some examination of reflection questions. Some insight and connections regarding impact of topic on self and others. Openness to exploring topic.	Adequate examination of reflection questions. Some experience at an intuitive or emotive level. Somewhat open to exploring topic.	Doing the assignment. Neutral experience without personal resonance or impact. Limited openness to exploring topic.	Rigid attitude. Resistant change in established point of view. No openness to exploring topic.
Items Identified	Strong effort in identifying items. Items relevant to everyday experiences.	Adequate effort in identifying items. Items relevant to everyday experiences.	Some effort in identifying items. Items are somewhat relevant to everyday experiences.	Little effort in identifying items. Items not relevant to everyday experiences.	No effort in identifying items. Items not identified.

Rubric 6: 12 Step Meeting Reflection Paper

Criteria	20	15-19	10-14	5-9	0-4
Writing Quality	Strong writing style with clear ability to express point of view. Excellent grammar, syntax, spelling etc.	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.	Writing style adequately conveys meaning. Some grammar, syntax, and spelling errors.	Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling etc.	Considerable difficulty expressing ideas or descriptions clearly. Made grammatical, syntactical, and spelling errors.
Components of Paper	All components provided. Meetings were thoroughly described and reflected upon. Impact of diversity in the group identified and thoroughly discussed.	All components provided. Provided adequate reflection and description of the meetings. Impact of diversity in the group somewhat identified and discussed.	Some components provided. Provided some reflection and description of the meetings. Little identified and reflection of the impact of the diversity of the group.	Doing the assignment. Provided minimal reflection and description of the meetings. Minimally identified the impact of diversity on the group.	Rigid attitude. No effort in reflection and description of the components of the paper.