

## **COURSE OUTLINE**

### **Multicultural/Special Populations: Addictions**

#### **Course Description**

BS 128. Multicultural/Special Populations: Addictions. 3 hours credit. This course will enable the student to analyze the uniqueness found in special populations (e.g. cultural, ethnic, and racially diverse groups, special groups identified by age, gender, and other special characteristics) and how these qualities affect the use and abuse of addictive substances, assessment and response to treatment. The student will explore human behavior and how it is conditioned and a reflection of one's cultural experience will be explored. This course is designed for those pursuing a career in addictions counseling or some other helping profession. Required for SRS/AAPS certification.

#### **Course Relevance**

Substance abuse and dependence are issues for many individuals from varying cultures. The information learned in this course will enable the student to better understand the attitudes and behaviors of various ethnicities and persons of special populations in regard to substance abuse, dependence and treatment.

#### **Required Materials**

Baruth. (2007). *Multicultural counseling and psychotherapy: a lifespan perspective* (4th ed.) Prentice Hall

#### **Learning Outcomes**

The intention is for the student to be able to:

1. Discuss the social, political, economic, and cultural context within which addiction and substance abuse exist
2. Adapt counseling strategies to the individual characteristics of the client including, but not limited to disability, gender, sexual orientation, developmental level, culture, ethnicity, age, health status, and involvement with the criminal justice system

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

1. Critical Thinking
  - The student will develop critical thinking skills through written assignments and other activities conducted in class.
2. Computer Literacy
  - The student will develop computer literacy skills by using a computer to create a research paper on a course-related topic.

Secondary skills (developed but not documented):

- Valuing Diversity
- Reading
- Writing
- Listening
- Internet use

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by:

1. Use of a computer to complete a research paper on a course-related topic
2. Writing a major essay on issues and counseling strategies relevant to a client's individual characteristics including, but not limited to, disability, gender, sexual orientation, developmental level, culture, ethnicity, age, health status and involvement with the criminal justice system

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. A person's personal and cultural background influences their attitudes and behaviors
  - B. Social, political, economic, and cultural context within which addiction and substance abuse exist
  - C. The importance of adapting counseling strategies
  - D. Cultural norms, values, beliefs, and behaviors
- II. Issues – Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Cultural norms, values, beliefs, and behaviors relevant to various groups
  - B. The impact of social, political, economic, and cultural systems on drug-taking activity and treatment
  - C. Counseling methods relevant to the needs of culturally diverse groups and people with disabilities
  - D. Cultural, ethnic, gender or other biases
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Basic concepts of social, political, economic, and cultural systems and their impact on drug-taking activity
  - B. The importance of continued self evaluation and introspection
  - C. Related terminology
  - D. Knowledge of issues relevant to working with clients of various cultural groups and special populations
- IV. Competencies – Actions that are essential to achieve the course outcomes:
  - A. Explain the social, political, economic, and cultural context within which addiction and substance abuse exist
  - B. Describe risk and resiliency factors that characterize individuals and groups

- C. Adapt counseling strategies to an individual's characteristics, including, but not limited to, disability, gender, sexual orientation, developmental level, culture, ethnicity, age, health status and involvement with the criminal justice system

### **Learning Units**

- I. Understanding cultural identity
  - A. Counselor's belief system
  - B. Development of identity
  - C. Prejudice and its effects
  - D. Development of attitudes
  - E. Application of psychological process
  - F. Value systems
  
- II. A look at various cultures and special populations and their relationship with substance use, abuse, dependence and treatment
  - A. African American
  - B. Asian American
  - C. Native American
  - D. Hispanic American
  - E. Gays and lesbians
  - F. Criminal justice population
  - G. Persons with disabilities
  - H. Developmentally disadvantaged
  - I. Elderly
  - J. Euro American
  - K. Other multicultural and/or special populations
  
- III. Culturally effective counselors
  - A. Self awareness in one's personal, professional, and cultural life
  - B. Cultural differences in verbal and non-verbal communication
  - C. Counseling methods relevant to the needs of culturally diverse groups and special populations
  - D. Dynamics of family systems in diverse cultures and lifestyles
  - E. Risk and resiliency factors that characterize individuals and groups and their living environment
  - F. Using statistical information, research, and other literature

### **Learning Activities**

Learning activities will be geared toward achieving the intended course outcomes through lecture, instructor-led discussions, textbook reading assignments, guest speakers, class projects, audio/visual aids and video/DVD assignments, and library and web-based research activities.

**Grade Determination**

The student will be graded on assessment tasks, examinations, written assignments, quizzes and other methods of evaluation at the discretion of the instructor.