COMMON COURSE OUTLINE: Course discipline/number/title: HS 1760: Multicultural Aspects of Addiction

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): ENGL 1117
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course focuses on developing multicultural awareness and competency as it relates to counseling diverse populations with addictive disorders. This course provides students with an overview of a given culture (history, geographic origin, identity, beliefs, norms, support systems, barriers to successful treatment, etc.) as it relates to the addiction counseling process. This course provides an overview of the counseling skills and techniques necessary to interact with a variety of cultural backgrounds in the addiction field. Emphasis will be placed on the unique treatment needs of individuals from diverse populations and the implementation of consultation and referral when necessary. Cultural backgrounds included in this course include but are not limited to: Gender, Sexual Orientation, SES, Disability, Adolescents, Elderly, Race - European, Hispanic, Latino, Asian, African, and Native American.

B. DATE LAST REVISED (Month, year): December, 2014

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Ethical and legal issues associated with multicultural addiction counseling
2. Case management and service coordination
3. Counseling skills and interventions
4. Counseling theory
5. Culturally appropriate diagnosis, assessment, and treatment planning
6. Mental health & substance use disorders
7. Ethnic, gender, sexual, and other special populations

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Apply, distinguish, order, match and or narrate core ethical, legal, and multicultural counseling concepts.
2. Evaluate ethical and legal issues related to counseling addicted multicultural diverse clients through reflection, research, role play, lecture, examination, and or discussion.
3. Assess how personal values, assumptions, and bias effect ability to counsel multicultural and diverse clients.
4. Reflect on current ability to counsel clients from diverse background whom have mental health and or substance use problems.
5. Create a plan of action to improve current multicultural addiction counseling competency while identifying specific steps and obstacles.
6. Formulate multicultural theory for counseling clients from diverse backgrounds who suffer from mental health and or substance use disorders.
7. Identify and label culturally appropriate case management, service coordination, and counseling skills, interventions, theory, and treatment.
8. Write or present research on at least one cultural group’s worldview on mental health and substance use disorders.
9. Investigate, summarize, and describe how a client’s history, immigration (acculturation, assimilation), cultural identity, norms, beliefs, within group differences, family structure / dynamics, education, social, economic, spiritual, religion experience shape their world view and influence their willingness to participate in addictions and mental health counseling.
10. Identify multicultural appropriate community resources, consultation options, and referral agencies necessary for culturally diverse client at a national, state, and local level.
11. Identify the unique treatment needs of individuals and families from a variety of cultural backgrounds.
12. Recognize influence of protective and risk factors on the wellbeing of self, family, community and others.
13. Develop culturally appropriate counseling skill, diagnosis, assessment, treatment planning, and case formulation through reflection, research, role play, lecture, examination, and or discussion.
14. Identify and explore reliable and valid assessment, screening, and testing measures for diverse populations with co-occurring disorders.
15. Recognize the need for appropriate consultation, service coordination, and referral to meet client’s treatment needs.
16. Advocate for positive change for a disadvantaged diverse client.
E. LEARNING OUTCOMES (MNTE): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
   May include any of the following:
   1. Research papers
   2. Reflection papers
   3. Quizzes or exams
   4. Group activities
   5. Objective examinations
   6. Interpersonal counseling interviews
   7. Presentations
   8. Case studies
   9. Resource projects

G. RCTC CORE OUTCOME(S) ADDRESSED:
   - Communication
   - Critical Thinking
   - Global Awareness/Diversity
   - Civic Responsibility
   - Personal/Professional Accountability
   - Aesthetic Response

H. SPECIAL INFORMATION (if any): None