

ADS R118: CULTURE, RACE AND GENDER DIVERSITY IN TREATMENT

Originator

ptrujillo

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R118

Course Title (CB02)

Culture, Race and Gender Diversity in Treatment

Banner/Short Title

Culture/Race/Gender Diversity

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will introduce students to the unique problems, issues, and concerns of diverse populations. The characteristics of these populations with respect to the incidence of substance use disorders, intervention needs, and responses to treatment will be explored. Research on historical, cultural, social, health and environmental factors impacting special populations will be discussed, as well as the role of ethnic and cultural differences. Particular attention will be given to population characteristics such as ethnicity, race, gender, age, economic, sexual orientation, and disability status. Ethnic and cultural differences will be emphasized to provide students with the skills needed to communicate effectively with diverse populations.

Taxonomy of Programs (TOP) Code (CB03)

2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Describe the impact that class, race, ethnicity, and gender have on court dispositions, sentencing, and the entire correctional process. |
| 2 | List the impact that class, race, ethnicity and gender have in the criminal justice system. |
| 3 | Identify a class, race, ethnicity, or gender other than their own. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Identify cultural and racial identity development and understand its relevance for treatment effectiveness. |
| 2 | Analyze the impact that class, race, ethnicity, and gender have on treatment. |
| 3 | Adapt counseling strategies to the individual characteristics of the client including, but not limited to, disability, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status. |
| 4 | Recognize the racial and sexual dynamics that occur in institutional settings and in community programs. |
| 5 | Integrate cross-cultural interviewing skills to be able to communicate effectively with diverse populations. |
| 6 | Demonstrate a respect for the client's racial, cultural, economic and sociopolitical backgrounds. |

Course Content**Lecture/Course Content**

1. The Affective and Conceptual Dimensions of Multicultural counseling and Therapy
 - a. Obstacles to Developing Cultural Competence and Cultural Humility: Understanding Resistance to Multicultural Training
 - b. Multicultural Counseling and Therapy (MCT)
 - c. Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups

2. The Impact and Social Justice Implications of Counseling and Psychotherapy
 - a. The Political and Social Injustice Implications of Counseling and Psychotherapy
 - b. The Impact of Systemic Oppression Within the Counseling Process: Client Worldviews and Counselor Credibility
 - c. Microaggressions in Counseling and Psychotherapy
3. The Practice Dimensions of Multicultural Counseling and Therapy
 - a. Multicultural Barriers and the Helping Professional: The Individual Interplay of Cultural Perspectives
 - b. Communication Style and Its Impact on Counseling and Psychotherapy
 - c. Multicultural Evidence-Based Practice (EBP)
 - d. Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy (MCT)
4. Racial, Ethnic, Cultural (REC) Attitudes in Multicultural Counseling and Therapy
 - a. Racial, Ethnic, Cultural (REC) Identity Attitudes in People of Color: Counseling Implications
 - b. White Racial Identity Development: Counseling Implications
5. Multicultural Counseling and Understanding Specific Populations
 - a. Culturally Competent Assessment
 - b. Counseling African Americans
 - c. Counseling Latinx Populations
 - d. Counseling Multiracial Populations
 - e. Counseling Arab Americans and Muslim Americans
 - f. Counseling Individuals with Disabilities
 - g. Counseling LGBTQ Populations

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Objective exams
Oral presentations
Other (specify)
Quizzes
Role playing
Reports/papers
Research papers
Treatment plans

Other

Speaker Evaluations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will discuss specific counseling skills for racial/ethnic minority group populations.
2. Instructor will give examples and model those skills for the class.
3. Students will break into pairs/small groups for role playing to practice skills while instructor observes and gives feedback.

Representative Course Assignments

Writing Assignments

1. Writing assignment may include interviewing a person of a race/culture different from the student or a race/culture they are not familiar with (culture is not limited to ethnicity.)
2. Writing assignment may include a research paper on the role of race/culture in Substance Use Disorder clients.

Critical Thinking Assignments

1. Participate in class and small group discussions debating the role race/culture plays in Substance Use Disorder clients.

Reading Assignments

1. Reading the text book and answering questions at end of each chapter.
2. Additional reading assignments on topical issues, such as comparing the media coverage of specific events in the lower socioeconomic areas to the coverage in higher socioeconomic areas, for example a missing black child vs a missing white child.

Other assignments (if applicable)

Students will interview a person of a race/culture different from the student or a race/culture they are not familiar with.

Outside Assignments

Representative Outside Assignments

1. Library inquiry activities and assignments
2. Research for term paper

Articulation

C-ID Descriptor Number

ADS 195X

Status

Aligned

Additional C-ID Descriptor(s)

C-ID Descriptor(s)	Status
Diverse Populations	Aligned

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Sue, Sue, Neville & Smith. *Counseling the Culturally Diverse: Theory and Practice*, 8th ed. (or latest edition), Wiley (2019)

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ADDICTION PARAPROFESSIONAL TRG

Review and Approval Dates

Department Chair

08/31/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000131580

DOE/accreditation approval date

MM/DD/YYYY