

## Syllabus

### Course Overview

This course examines the roles and responsibilities of addiction professionals in treatment and advocacy with diverse populations.

*Diversity* is a broad term, and the development of cultural competence and a social justice advocacy orientation requires learning both within and beyond the classroom. Many differences exist among individuals and groups of people. Likewise, we are humans with many overriding similarities. This course will help you recognize the biopsychosocial dimensions of identity that make us unique, as well as those that make us similar. It will also bring to light how our differences translate into experiences of privilege or oppression in society.

The range of biopsychosocial diversity is wide and includes dimensions of identity such as:

- Age.
- Cognitive ability.
- Class and socioeconomic status.
- Ethnicity.
- Gender identity.
- Physical appearance and ability.
- Race.
- Religion.
- Sexual orientation.

Researchers have studied diverse groups using racial and cultural identity development models, presenting information on the common struggles, issues, conflict resolution interventions, and communication styles and preferences for members of these groups.

What does it mean to be an effective and culturally sensitive addiction professional? While others may claim that displaying warmth and empathy and possessing good listening skills are the key ingredients, there is much more to it than that. For example, anyone can study the various models, theories, and counseling interventions and strategies; but our professional standards for multicultural counseling and advocacy competency encompass much more than this. To be an effective and truly culturally sensitive addiction professional, you must:

- Be open to new groups that differ from your own.
- Confront your biases, assumptions, and challenges.
- Be willing to put yourself forward by direct exposure to the culturally diverse.
- Grow from these experiences.

Only when you do this will you appreciate more fully and respect more deeply those who are culturally different.

In this course, you are required to participate actively with the material and with each other. In each unit, there are experiential exercises and discussion topics concerning your current cultural awareness and activities designed to help you learn more about specific culturally different groups. Additionally, you will study the historical and cultural oppression of these groups, current multicultural theory and research, and begin to explore culturally relevant strategies and advocacy at the individual, family, group, community and public policy levels.

You will be challenged and some of this material may be uncomfortable. Remember, however, that this is part of the learning process and your professional development as a culturally competent addiction professional in this ever-changing world. Regardless of any perceived differences, mutual respect, courage, and curiosity are required from each of us.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the characteristics and concerns within and among diverse groups, both nationally and internationally, to inform culturally competent addiction treatment practices.
- 2 Develop culturally relevant strategies to promote optimal wellness and growth in individual, couple, family and/or group counseling settings.
- 3 Develop strategies to address the influence an addiction professional's characteristics, attitudes and beliefs have on culturally competent counseling practices.
- 4 Articulate an addiction professional's role in advocating for social justice at multiple levels.

- 5 Evaluate an addiction professional's role in relation to the prevention and education practices that impact the operation of mental health programs in a multicultural society.
- 6 Communicate in a manner that is scholarly, professional, and consistent with the expectations of addictions professional's.

**Course Prerequisites**

*There are no prerequisites for this course.*

**Syllabus >> Course Materials**

**Required**

The materials listed below are required to complete the learning activities in this course.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Alessandria, K. P. (2002). [Acknowledging white ethnic groups in multicultural counseling](#). *The Family Journal*, 10(1), 57–60.
- Arredondo, P. (1999). [Multicultural counseling competencies as tools to address oppression and racism](#). *Journal of Counseling and Development*, 77(1), 102–107.
- Barret, R., & Barzan, R. (1996). [Spiritual experiences of gay men and lesbians](#). *Counseling and Values*, 41(1), 4–15.
- Brucker, D. L. (2009). [Social construction of disability and substance abuse within public disability benefit systems](#). *International Journal of Drug Policy*, 20(5) 418–423.
- Buckingham, S. A., Frings, D., & Albery, I. P. (2013). [Group membership and social identity in addiction recovery](#). *Psychology of Addictive Behaviors*, 27(4), 1132–1140.
- Cambridge Education (Producer). (2003). [Being gay: Coming out in the 21st century \[Video\]](#). Films on Demand.
- Carroll, L., Gilroy, P. J., & Ryan, J. (2002). [Counseling transgendered, transsexual, and gender-variant clients](#). *Journal of Counseling and Development*, 80(2), 131–139.
- Chen-Hayes, S. F. (2001). [Social justice advocacy readiness questionnaire](#). *Journal of Gay & Lesbian Social Services*, 13(1/2), 191–203.
- Hermann, M. A., & Richter Herlihy, B. (2006). [Legal and ethical implications of refusing to counsel homosexual clients](#). *Journal of Counseling & Development*, 84(4), 414–418.
- Kashubeck-West, S., Meyer, S., & Szymanski, D. M. (2008). [Internalized heterosexism: A historical and theoretical overview](#). *The Counseling Psychologist*, 36(4), 615–630.
- Laszloffy, T. A. (2008). [Therapy with mixed-race families](#). In M. McGoldrick & K. V. Hardy (Eds.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (2nd ed., pp. 275–285). New York, NY: Guilford.
- Lathika International Film and Entertainment (Producer). (2007). [The 51st state: America's working poor \[Video\]](#). Films on Demand.
- Luoma, J. B., Twohig, M. P., Waltz, T., Hayes, S. C., Roget, N., Padilla, M., & Fisher, G. (2007). [An investigation of stigma in individuals receiving treatment for substance abuse](#). *Addictive Behaviors*, 32(7), 1331–1346.
- Monahan, M. J. (2014). [The concept of privilege: A critical appraisal](#). *South African Journal of Philosophy*, 33(1), 73–83.
- Pedersen, P. B. (1991). [Multiculturalism as a generic approach to counseling](#). *Journal of Counseling & Development*, 70(1), 6–12.
- Pedersen, P. B., Crethar, H. C., & Carlson, J. (2008). [Conclusion: Developing multicultural awareness, knowledge, and skill](#). In P. B. Pedersen, H. C. Crethar, & J. Carlson (Eds.), *Inclusive cultural empathy: Making relationships central in counseling and psychotherapy* (1st ed., pp. 223–241). Washington, DC: American Psychological Association.
- Sacks, I., & Pelad, E. (2008). [The self-perception of women who live with an alcoholic partner: Dialoging with deviance, strength, and self-fulfillment](#). *Family Relations*, 57(3), 390–403.
- Schroeder, S. (2005). [An agenda to combat substance abuse](#). *Health Affairs*, 24(4), 1005–1013.
- Sue, D. W., & Sue, D. (2016). [Counseling the culturally diverse: Theory and practice \(7th ed.\)](#). Hoboken, NJ: Wiley.
- Sue, D. W., & Torino, G. C. (2004). [Racial-cultural competence: Awareness, knowledge, and skills](#). In R. T. Carter (Ed.), *Handbook of racial-cultural psychology and counseling, volume 2: Training and practice* (pp. 3–18). Hoboken, NJ: Wiley.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2011). [Advocacy competencies \[PDF\]](#). Retrieved from [http://www.counseling.org/Resources/Competencies/Advocacy\\_Competencies.pdf](http://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)
- American Counseling Association. (2011). Retrieved from <http://www.counseling.org/>
- American Counseling Association. (2014). [2014 ACA code of ethics \[PDF\]](#). <https://www.counseling.org/>
- Association for Gay, Lesbian, Bisexual, & Transgender Issues in Counseling. (2011). Retrieved from <http://www.algbtic.org/>
- Center for Applied Linguistics: Cultural Orientation Resource Center. (2004). [Muslim refugees in the United States. Chapter 3: Challenges in resettlement and adaptation of Muslim refugees \[PDF\]](#). Retrieved from <http://www.culturalorientation.net/content/download/1360/7921/version/2/file/Muslim+Refugees.pdf>
- Gay Affirmative Therapy. (2012). [Ten common mistakes straight clinicians make when working with gay and lesbian clients](#). Retrieved from [http://www.gayaffirmativetherapy.com/10\\_mistakes](http://www.gayaffirmativetherapy.com/10_mistakes)
- Huffington Post. (2011). [Jamie Hubley, gay 15-year-old Ottawa, Canada teen commits suicide, cites depression, school troubles \[Blog post\]](#). Retrieved from [http://www.huffingtonpost.com/2011/10/17/jamie-hubley-commits-suicide\\_n\\_1015646.html](http://www.huffingtonpost.com/2011/10/17/jamie-hubley-commits-suicide_n_1015646.html)
- Matthew Shepard Foundation. (2019). Retrieved from <https://www.matthewshepard.org/>
- NAADAC: The Association for Addiction Professionals. (2011). [NAADAC/NCC AP Code of ethics](#). Retrieved from <http://www.naadac.org/code-of-ethics>
- NAADAC: The Association for Addiction Professionals. (2011). Retrieved from <http://www.naadac.org/>

- Parents, Families and Friends of Lesbians and Gays (PFLAG). (2019). Retrieved from <https://pflag.org>
- Payne, R. K. (2003). Understanding and working with students and adults from poverty [PDF]. Retrieved from <http://www.ahaprocess.com/wp-content/uploads/2013/09/Understanding-Poverty-Ruby-Payne-Poverty-Series-I-IV.pdf>
- PBS. (1997). Out of the past. Retrieved from <http://www.pbs.org/outofthepast/>
- Project Implicit. (2011). Retrieved from <https://implicit.harvard.edu/implicit/>
- The National Association of Lesbian and Gay Bisexual and Transgender Addiction Professionals and Their Allies. (2011). Retrieved from <http://www.nalgap.org/>
- GLSEN: Gay, Lesbian, and Straight Education Network. (2012). Retrieved from <http://www.glsen.org/>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Integrated Materials

### Book

- Addison, S. M., & Thomas, V. (2010). Searching for mutuality: A feminist/multicultural approach to couple therapy. In A. S. Gurman (Ed.), *Clinical casebook of couple therapy*. New York, NY: Guilford.
- Almeida, R. V., Dolan Del-Vecchio, K., & Parker, L. (2008). *Transformative family therapy: Just families in a just society*. Boston, MA: Pearson.
- Bradley, J. M., & Palmer, G. (2003). Attachment in later life: Implications for intervention with older adults. In S. M. Johnson & V.E. Whiffen (Eds.), *Attachment processes in couple and family therapy* (pp. 281–299). New York, NY: Guilford.
- Carbado, D. (2004). Straight out of the closet: Men, feminism, and male heterosexual privilege. In L. Heldke & P. O'Connor (Eds.), *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism*. Boston, MA: McGraw Hill.
- Falicov, C. J. (1998). The cultural meaning of family triangles. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (1st ed., pp. 37–49). New York, NY: Guilford.
- Ivey, A. E., & Brooks-Harris, J. E. (2005). Integrative psychotherapy with culturally diverse clients. In J. C. Norcross & M. R. Goldfried (Eds.), *Handbook of psychotherapy integration* (2nd ed.). Cary, NC: Oxford University Press.
- Knudson-Martin, C. (2009). An unequal burden: Gendered power in diabetes care. In C. Knudson-Martin & A. R. Mahoney (Eds.), *Couples, gender, and power: Creating change in intimate relationships* (pp. 105–123). New York, NY: Springer.
- McGoldrick, M., & Hardy, K. V. (Eds.). (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice* (2nd ed.). New York, NY: Guilford.
- Naaman, S., Radwan, K., & Johnson, S. M. (2011). Emotionally focused couple therapy in chronic medical illness: Working with the aftermath of breast cancer. In J. L. Furrow, S. M. Johnson, & B. A. Bradley (Eds.), *The emotionally focused casebook: New directions in treating couples* (pp. 141–164). New York, NY: Routledge.
- Rastogi, M., & Thomas, V. (Eds.). (2009). *Multicultural couple therapy*. Los Angeles, CA: SAGE
- Rothblum, E., & Solovay, S. (Eds.). (2009). *The fat studies reader*. New York, NY: New York University Press.

## Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Arminio, J. (2001). Exploring the nature of race-related guilt. *Journal of Multicultural Counseling & Development*, 29(4), 239–252.
- Boone, L. R., Mayberry, R. M., Betancourt, J. R., Coggins, P. C., & Yancey, E. M. (2006). Cultural competence in the prevention of sexually transmitted diseases. *American Journal of Health Studies*, 21(3/4), 199–208.
- Bowers, R., Minichiello, V., & Plummer, D. (2010). Religious attitudes, homophobia, and professional counseling. *Journal of LGBT Issues in Counseling* 4(2), 70–91.

- Briggs, W. P., Magnus, V. A., Lassiter, P., Patterson, A., & Smith, L. (2011). Substance use, misuse, and abuse among older adults: Implications for clinical mental health counselors. *Journal of Mental Health Counseling*, 33(2), 112–127.
- Burnam, M. A., & Watkins, K. E. (2006). Substance abuse with mental disorders: Specialized public systems and integrated care. *Health Affairs*, 25(3), 648–658.
- Choi, Y., Harachi, T. W., Gillmore, M. R., & Catalano, R. F. (2006). Are multiracial adolescents at greater risk? Comparisons of rates, patterns, and correlates of substance use and violence between monoracial and multiracial adolescents. *American Journal of Orthopsychiatry*, 76(1), 86–97.
- Dana, H. R. (2000). The cultural self as locus for assessment and intervention with American Indian/Alaska Natives. *Journal of Multicultural Counseling & Development*, 28(2), 66–82.
- Duchar, K., Abraham, A. J., & Roman, P. M. (2010). Counselor attitudes toward the use of motivational incentives in addiction treatment. *The American Journal on Addictions*, 19(6), 496–503.
- Echo-Hawk, H. (2011). Indigenous communities and evidence building. *Journal of Psychoactive Drugs*, 43(4), 269–275.
- Fisher, L., Gushe, G., & Cerrone, M. (2011). The influences of career support and sexual identity on sexual minority women's career aspirations. *The Career Development Quarterly*, 59(5), 441–454.
- Fontes, L. (2002). Child discipline and physical abuse in immigrant Latino families: Reducing violence and misunderstandings. *Journal of Counseling & Development*, 80(1), 31–40.
- Garrett, M. T., Garrett, J. T., Torres-Rivera, E., & Roberts-Wilbur, J. (2005). Laughing it up: Native American humor as spiritual tradition. *Journal of Multicultural Counseling and Development*, 33(4), 194–204.
- Ghazal Read, J. (2004). Family, religion and work among Arab American women. *Journal of Marriage & Family*, 66(4), 1042–1050.
- Gone, J. P., & Calf Looking, P. E. (2011). American Indian culture as substance abuse treatment: Pursuing evidence for a local intervention. *Journal of Psychoactive Drugs*, 43(4), 291–296.
- Goodrich, K. M., & Luke, M. (2009). LGBTQ responsive school counseling. *Journal of LGBT Issues in Counseling*, 3(2), 113–127.
- Ivey, A. E. (1987). The multicultural practice of therapy: Ethics, empathy, and dialectics. *Journal of Social and Clinical Psychology*, 5(2), 195–204.
- Jacobs, R. J., & Kane, M. N. (2010). HIV-related stigma in midlife and older women. *Social Work in Health Care*, 49(1), 68–89.
- Kleinig, J. (2008). The ethics of harm reduction. *Substance Use & Misuse*, 43(1), 1–16.
- Knopf, A. (2010). Sexual health groups help patients avoid relapses. *Behavioral Healthcare*, 30(10), 12–13.
- Lane, D. C., & Simmons, J. (2011). American Indian youth substance abuse: Community-driven interventions. *Mount Sinai Journal of Medicine*, 78(3), 362–372.
- Larios, S. E., Wright, S., Jernstrom, A., Lebron, D., & Sorensen, J. L. (2011). Evidence-based practices, attitudes, and beliefs in substance abuse treatment programs serving American Indians and Alaska Natives: A qualitative study. *Journal of Psychoactive Drugs*, 43(4), 355–359.
- Lassiter, P. S., & Chang, C. Y. (2006). Perceived multicultural competency of certified substance abuse counselors. *Journal of Addictions & Offender Counseling*, 26(2), 73–83.
- Leach, M. M., Behrens, T. J., & LeFleur, N. K. (2002). White racial identity and white racial consciousness: Similarities, differences, and recommendations. *Journal of Multicultural Counseling & Development*, 30(2), 66–80.
- Lebolt, J. (1999). Gay affirmative psychotherapy: A phenomenological study. *Clinical Social Work Journal*, 27(4), 355–370.
- Lev, A. I. (2009). The ten tasks of the mental health provider: Recommendation for the revision of the World Professional Association for Transgender Health's Standards of Care. *International Journal of Transgenderism*, 11(2), 74–99.
- McGeorge, C., & Stone Carlson, T. (2011). Deconstructing heterosexism: Becoming an LGB affirmative heterosexual couple and family therapist. *Journal of Marital and Family Therapy*, 37(1), 14–26.
- Miville, M. L., Carlozzi, A. F., Gushue, G. V., Schara, S. L., & Ueda, M. (2006). Mental health counselor qualities for a diverse clientele: Linking empathy, universal-diverse orientation, and emotional intelligence. *Journal of Mental Health Counseling*, 28(2), 151–165.
- Moghaddam, J. F., & Momper, S. L. (2011). Integrating spiritual and Western treatment modalities in a Native American substance user center: Provider perspectives. *Substance Use & Misuse*, 46(11), 1431–1437.
- Nadal, K. L., Wong, Y., Issa, M., Meterko, V., Leon, J., & Wilderman, M. (2011). Sexual orientation microaggressions: Processes and coping mechanisms for lesbian, gay, and bisexual individuals. *Journal of LGBT Issues in Counseling*, 5(1), 21–46.
- Ndiaye, K., Hecht, M. L., Wagstaff, D. A., & Elek, E. (2009). Mexican-heritage preadolescents' ethnic identification and perceptions of substance use. *Substance Use & Misuse*, 44(8), 1160–1182.
- Neblett, E. W., Terzian, M., & Herriott, V. (2010). From racial discrimination to substance use: The buffering effects of racial socialization. *Child Development Perspectives*, 4(2), 131–137.
- Patrick, M. E., Schulenberg, J. E., O'Malley, P. M., Maggs, J. L., Kloska, D. D., Johnston, L. D., & Bachman, J. G. (2011). Age-related changes in reasons for using alcohol and marijuana from ages 18 to 30 in a national sample. *Psychology of Addictive Behaviors*, 25(2), 330–339.
- Real, T. (1995). Fathering our sons, refathering ourselves: Some thoughts on transforming masculine legacies. *Journal of Feminist Family Therapy*, 7(1/2), 27–43.
- Richard, A. J., Trevino, R. A., Baker, M., & Valdez, J. (2010). Negative reflected appraisal, negative self-perception, and drug use intentions in a sample of suburban high school students. *Journal of Child Adolescent Substance Abuse*, 19(3), 193–209.
- Sakai, J. T., Wang, C., & Price, R. K. (2010). Substance use and dependence among native Hawaiians, other Pacific Islanders, and Asian ethnic groups in the United States: Contrasting multiple-race and single-race prevalence rates from a national survey. *Journal of Ethnicity in Substance Abuse*, 9(3), 173–185.
- Sangganjanavanich, V. F., & Cavazos, Jr., J. (2010). Workplace aggression: Toward social justice and advocacy in counseling for transgender individuals. *Journal of LGBT Issues in Counseling*, 4(3/4), 187–201.
- Sato Vosburg, E. (2004). Toward triadic communication: A crisis in Japanese family relationships. *Journal of Family Psychotherapy*, 15(1/2), 105–117.
- Senreich, E. (2010). Are specialized LGBT program components helpful for gay and bisexual men in substance abuse treatment? *Substance Use & Misuse*, 45(7/8), 1077–1096.

- Smart, J. F., & Smart, D. W. (2006). Models of disability: Implications for the counseling profession. *Journal of Counseling & Development*, 84(1), 29–40.
- Stone, C. B. (2000). Advocacy for sexual harassment victims: Legal support and ethical aspects. *Professional School Counseling*, 4(1), 23–30.
- Sue, D., Rivera, D., Capodilupo, C., Lin, A., & Torino, G. (2010). Racial dialogues and white trainee fears: Implications for education and training. *Cultural Diversity and Ethnic Minority Psychology*, 16(2), 206–214.
- Talley, A. E., Tomko, R. L., Littlefield, A. K., Trull, T. J., & Sher, K. J. (2011). The influence of general identity disturbance on reports of lifetime substance use disorders and related outcomes among sexual minority adults with a history of substance use. *Psychology of Addictive Behaviors*, 25(3), 530–541.
- Utsey, O. S., Ponterotto, J. G., Reynolds, A. L., & Cancelli, A. A. (2000). Racial discrimination, coping, life satisfaction, and self-esteem among African Americans. *Journal of Counseling & Development*, 78(1), 72–80.
- Wright, R., Houston, S., Ellis, M., Holloway, S., & Hudson, M. (2003). Crossing racial lines: Geographies of mixed-race partnering and multiraciality in the United States. *Progress in Human Geography*, 27(4), 457–474.
- Wu, L. T., Woody, G. E., Yang, C. M., Pan, J. J., & Blazer, D. G. (2011). Racial/ethnic variations in substance-related disorders among adolescents in the United States. *Archives of General Psychiatry*, 1176–1185.

## External Resource

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- Mulvaney, B. M. (1994). Gender differences in communication: An intercultural experience. Retrieved from [http://feminism.eserver.org/gender/cyberspace/gender-differences.txt/document\\_view](http://feminism.eserver.org/gender/cyberspace/gender-differences.txt/document_view)
- U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. (2001). Provider's introduction to substance abuse treatment for lesbian, gay, bisexual, and transgender individuals. Retrieved from <http://store.samhsa.gov/shin/content/SMA12-4104/SMA12-4104.pdf>
- U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. (2005). Children's program kit: Supportive education for children of addicted parents. Retrieved from <http://files.eric.ed.gov/fulltext/ED478694.pdf>
- U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. (2005). Substance abuse relapse prevention for older adults: A group treatment approach. Retrieved from <http://store.samhsa.gov/shin/content/SMA05-4053/SMA05-4053.pdf>

## Unit 1 >> Beginning the Journey to Cultural Competence

### Introduction

As an addiction professional in an increasingly diverse world, you will be called upon to work effectively with clients from all walks of life. Cultural competence and social justice advocacy are essential to ethical practice, and are seen by many as essential to what it means to be a competent addiction professional. The American Counseling Association (2011) defines *counseling* as a "professional relationship that empowers diverse individuals, families, and groups to accomplish mental health wellness, education and career goals" (American Counseling Association, 2011, p. 65).

Diversity encompasses biopsychosocial characteristics such as age, ethnicity, gender, physical appearance and ability, race, sexual identity, sexual orientation, socioeconomic status, and religion that serve to distinguish individuals and groups and translate to experiences of privilege and oppression in day-to-day experience. The ethical and professional standards of practice hold us accountable for taking into account how diversity impacts us, our clients, and the counseling process, and for speaking up to promote a more just world.

In this course we will be challenged to reflect on our diversity, as individuals and in dialogue with one another, as an important step in becoming culturally competent. Our text speaks to the range of emotions we may experience as we begin to explore what diversity has meant for us and our colleagues, in terms of experiences of privilege or oppression. Mock (2008) reminds clinicians and trainees that cultural competence "is not an end destination but a continuous journey. After all, as is the case with all 'isms'... getting 'sick' may not have been our fault but getting 'well' might very well be one of our primary responsibilities as practitioners" (p. 427). As we begin this journey it will be important to be open to one another's stories, to be caring with yourself and others, and to be courageous as we explore what it means to be a cultural being.

### References

- American Counseling Association. (2011). Counseling definition endorsed by 29 diverse organizations. *Counseling Today*, 53(9), 65.
- Mock, M. (2008). Visioning social justice: Narrative of diversity, social location, and personal compassion. In M. McGoldrick & K. V. Hardy (Eds.), *Rethinking family therapy: Race, culture and gender in clinical practice* (2nd ed.). New York, NY: Guilford.

## Learning Activities

## u01s1 - Studies

### Readings

Use the Capella University Library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 1, "Obstacles to Cultural Competence: Understanding Resistance to Multicultural Training," pages 5–33.
- Arredondo, P. (1999). *Multicultural counseling competencies as tools to address oppression and racism*. *Journal of Counseling and Development*, 77(1), 102–107.

Use the Internet to locate and explore the Code of Ethics and Professional Standards related to cultural competence and social justice advocacy (you will use these codes of ethics to complete your second Unit 1 discussion):

- American Counseling Association (2014). *2014 ACA code of ethics [PDF]*. Available from <https://www.counseling.org/knowledge-center/ethics>
- American Counseling Association. (2011). *Advocacy competencies [PDF]*. Retrieved from [http://www.counseling.org/Resources/Competencies/Advocacy\\_Competencies.pdf](http://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)
- NAADAC: The Association for Addiction Professionals. (2011). Retrieved from <http://www.naadac.org/>
- NAADAC: The Association for Addiction Professionals. (2011). *NAADAC/NCC AP Code of ethics*. Retrieved from <http://www.naadac.org/code-of-ethics>

### Multimedia

View [Dr. Sue and Dr. Kiselica: Reactions and Defenses](#). This interview with Dr. Kiselica and Dr. Sue is about the challenges associated with cultivating self-awareness and developing cultural competence. Dr. Sue also discusses the courage you will be asked to bring to this aspect of your personal and professional development.

View [What Is Diversity?](#) to understand the characteristic types for discussing the term *diversity*. Consider if there are biopsychosocial characteristics that you would add to this model or to the definition of *diversity*.

### Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics covered in this course and to pursue their own special interests. In each unit you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

- In McGoldrick and Hardy's *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (2nd ed.), read the Hardy and Laszloffy chapter, "The Dynamics of a Pro-racist Ideology: Implications for Family Therapists," pages 225–237.
- Search the Capella library to find and read Kleinig's 2008 article, "The Ethics of Harm Reduction," in *Substance Use & Misuse*, volume 43, issue 1, pages 1–16.

## u01s2 - Identify Family Member for Cultural Autobiography

In Unit 5, you will be submitting the assignment Cultural Autobiography. Your cultural autobiography is a combination of data you collect from interviewing a family member (or members), a self-reflection, and peer-reviewed article readings. Start thinking about family members who would have the time and interest to help you delve into your family background. You are required to interview at least one family member. Jotting down notes and thoughts about your family and cultural heritage will also help your self-reflection piece.

If you have any questions, please contact your instructor as soon as possible.

## u01d1 - Cultural Introductions

In Chapter 1, Sue and Sue emphasize that understanding diverse groups and what it means to be disempowered requires more than reading and coursework. They urge us to be courageous in exploring ourselves and others as cultural beings; to take care to listen to personal narratives and understand what it means to be marginalized, and to seek out experiences with people who are different from us.

In this course we have a clear opportunity to learn from one another and the diverse experiences each of us brings. For this discussion activity, prepare a post that accomplishes the following:

- Introduce yourself to your peers, first speaking to one or two aspects of you and your family members' biopsychosocial identities (age, ethnicity, family configuration, gender, immigration history or status, physical appearance, physical ability, race, sexual orientation, socioeconomic status, religion, et cetera) that have been salient in your life and that you feel safe sharing, and how they have resulted in challenges or opportunities.
- Then address one or two aspects of the biopsychosocial identities (yours and your family members') that have not been salient for you, and consider why you have not paid much attention to these aspects of yourself.
- Discuss how these aspects of your identities have resulted in challenges or opportunities for you and/or your family members.

## Response Guidelines

Read the posts of your peers and reflect on common themes with respect to aspects of identity that have been most and least salient among your peers, and how or if this relates to experiences of privilege or oppression. Respond to at least two of your fellow learners.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u01d2 - Cultural Competence and Social Justice Advocacy

The 2014 ACA Code of Ethics (linked in Resources) addresses the ethical responsibilities of counselors with respect to providing counseling in a culturally sensitive manner, and to advocating for the removal of barriers that hamper the growth and development of clients. As you read, ACA also endorses professional standards related to cultural competence and social justice advocacy. Based on your visit to the NAADAC website, what did you find with respect to ethical codes and standards of practice? What other resources or information did you notice on the site?

## Response Guidelines

Read the posts of your peers and respond to at least two. How did your findings compare to theirs?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[2014 ACA Code of Ethics \[PDF\]](#)

## Unit 2 >> Awareness, Knowledge, and Skill: The Cornerstones of Cultural Competence

### Introduction

As our society becomes increasingly diverse, and increasingly global, the need for culturally competent addiction professionals has never been greater. The cornerstones of cultural competence, as presented in the text, are awareness, knowledge, and skill. Awareness is first among these, and as addiction professionals we are called upon to cultivate self-awareness with respect to our cultural heritage and how it has shaped our attitudes and beliefs, as well as to become sensitive to the cultural identities of our clients and its significance in their lives.

In this unit, we will reflect on the evolution of the mental health profession from a field that is in the process of shifting away from a monocultural view of mental health and intervention based on Western, white, male norms, to a field that recognizes the significance of our biopsychosocial differences in promoting mental health and wellness. As such, we will consider the historical implications of a monocultural perspective on mental health and how that



has limited research, assessment, and treatment of cultural minorities. We will also begin to consider what it means to provide culturally relevant and competent counseling.

In our readings and studies we will become familiar with a variety of conceptual models. These will raise our awareness of the influence of perceived group membership (such as racial, ethnic, and sexual minorities) on how "society views sociodemographic groups, and over how its members view themselves and others" (Sue & Sue, 2016, p. 50), and how to bring that awareness to our work with diverse clients at the individual, professional, organizational, and societal levels. In particular, we will explore the key principles of multicultural counseling and therapy, which may be thought of as an approach to counseling that transcends our theoretical orientations and specialization areas.

#### Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

### Learning Activities

#### u02s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 2, "The Superordinate Nature of Multicultural Counseling and Therapy," pages 37–65.
  - Chapter 9, "Multicultural Evidence-Based Practice," pages 283–314.
  - Chapter 13, "Culturally Competent Assessment," pages 429–451.
- Buckingham, S. A., Frings, D., & Albery, I. P. (2013). *Group membership and social identity in addiction recovery. Psychology of Addictive Behaviors*, 27(4), 1132–1140.
- Pedersen, P. B. (1991). *Multiculturalism as a generic approach to counseling. Journal of Counseling & Development*, 70(1), 6–12.
- Sacks, I., & Pelad, E. (2008). *The self-perception of women who live with an alcoholic partner: Dialoging with deviance, strength, and self-fulfillment. Family Relations*, 57(3), 390–403.

## Multimedia

- View the [Key Components for Engaging in Multicultural Competence](#) presentation.

## Library Research and Guides

Review the Library Guide [ADD5336: Research in Addiction Studies](#). This tool will be useful in orienting you to library research, counseling journals, and web resources you will want to use in completing assignments for this course.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. In each unit you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

- In McGoldrick and Hardy's *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (2nd ed.), read "Introduction: Re-visioning Family Therapy From a Multicultural Perspective," pages 3–24.
- Read Duchar, Abraham, and Roman's 2010 article, "Counselor Attitudes Toward the Use of Motivational Incentives in Addiction Treatment," in *American Journal on Addictions*, volume 19, issue 6, pages 496–503.
- Read Ivey's 1987 article, "The Multicultural Practice of Therapy: Ethics, Empathy, and Dialectics," in *Journal of Social and Clinical Psychology*, volume 5, issue 2, pages 195–204.
- Read Jacobs and Kane's 2010 article, "HIV-Related Stigma in Midlife and Older Women," in *Social Work in Health Care*, volume 49, issue 1, pages 68–89.
- Read Richard, Trevino, Baker, and Valdez's 2010 article, "Negative Reflected Appraisal, Negative Self-Perception, and Drug Use Intentions in a Sample of Suburban High School Students," in *Journal of Child Adolescent Substance Abuse*, volume 19, issue 3, pages 193–209.

#### u02d1 - Multicultural Counseling and Therapy (MCT)

Refer to your readings and the mini-lecture by Dr. Sue and prepare a post that describes your understanding of MCT and review the implications of MCT for counseling practice. How does MCT expand the practices and roles of counselors as therapists, as compared to traditional practices and roles? What is the significance of a client's social and cultural context within MCT and how does MCT challenge counselors to intervene at the systems level?

## Response Guidelines

Read the posts of your peers and respond to at least two in terms of your understanding of how MCT expands the practices and roles of counselors.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u02d2 - The Impact of Group Membership

Sue and Sue (2016) illustrated similarities and differences among people, and the powerful influence of perceived group membership on our views of self and others. Read the Buckingham, Frings, and Albery article linked in Resources and discuss the impact of group membership or memberships as it relates to the treatment of addiction.

## Response Guidelines

Read the posts of your peers and respond to at least two. What common themes did you find in terms of the impact of group membership as it relates to mental health and addictions?

Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Group Membership and Social Identity in Addiction Recovery](#)

### Unit 3 >> Considering the Impact of Culture, Class, and Language on Counseling

#### Introduction

In this unit, we will begin to explore the effects of historical and current oppression on diverse populations, with a special focus on indigenous people. Although indigenous people, such as Native Americans and Alaskan natives, will be considered as a group, it is important to remember the point made by Sue and Sue (2016) about similarities and differences among people of the same group: Not all members of the same group will be just alike. Keeping this in mind will be critical as you assess, counsel, and advocate for your clients.

We will also consider how differences in culture, class, and language between the addiction professional and client could present barriers to effective multicultural counseling and therapy. Historically the counseling profession could be described in terms of ethnocentric monoculturalism, or its alignment with mainstream values and behaviors. We will have the opportunity to assess our own alignment as compared to the cultural characteristics of the counseling profession, and diverse populations. This will help you to remain aware of the potential barriers as you develop your practice as a culturally competent professional.

We will also explore the concept of counseling as interpersonal influence. Research findings related to credibility and attractiveness as perceived by diverse clients will be presented, along with the psychological sets of clients. This will help us to anticipate how to most effectively use our influence as an addiction professional.

## Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

## Learning Activities

### u03s1 - Studies

## Readings

Use the Capella library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 3, "Multicultural Counseling Competence for Counselors and Therapists of Marginalized Groups," pages 71–101.
  - Chapter 5, "The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews," pages 145–175.
  - Chapter 7, "Barriers to Multicultural Counseling and Therapy: Individual and Family Perspectives," pages 215–246.
  - Chapter 10, "Non-Western Indigenous Methods of Healing: Implications for Multicultural Counseling and Therapy," pages 321–347.
  - Chapter 15, "Counseling American Indians/Native Americans and Alaska Natives," pages 479–495.

Use the Internet to explore the current demographics of your own state. You will need this information to complete the second discussion for this unit.

## Multimedia

- View [Interview with True Thao: Being a Minority Mental Health Counselor](#). True Thao is a mental health counselor based in Minneapolis, Minnesota. He shares his insights and experiences as a Hmong counselor and counseling clients from both the dominant and minority cultures.
- View [Native American Ways of Knowing](#) to hear Dr. Kim Spoor share her way of knowing, from the Anishinaabe perspective.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. In each unit you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

- Read Dana's 2000 article, "The Cultural Self as Locus for Assessment and Intervention With American Indian/Alaska Natives," from *Journal of Multicultural Counseling & Development*, volume 28, issue 2, pages 66–82.
- Read Echo-Hawk's 2011 article, "Indigenous Communities and Evidence Building," in *Journal of Psychoactive Drugs*, volume 43, issue 4, pages 269–275.
- Read Garrett, Garrett, Torres-Rivera, and Roberts-Wilbur's 2005 article, "Laughing It Up: Native American Humor as Spiritual Tradition," in *Journal of Multicultural Counseling and Development*, volume 33, issue 4, pages 194–204.
- Read Gone and Calf Looking's 2011 article, "American Indian Culture as Substance Abuse Treatment: Pursuing Evidence for a Local Intervention," in *Journal of Psychoactive Drugs*, volume 43, issue 4, pages 291–296.
- Read Lane and Simmons's 2011 article, "American Indian Youth Substance Abuse: Community-Driven Interventions," in *Mount Sinai Journal of Medicine*, volume 78, issue 3, pages 362–372.
- Read Larios, Wright, Jernstrom, Lebron, and Sorensen's 2011 article, "Evidence-Based Practices, Attitudes, and Beliefs in Substance Abuse Treatment Programs Serving American Indians and Alaska Natives: A Qualitative Study," in *Journal of Psychoactive Drugs*, volume 43, issue 4, pages 355–359.
- Read Moghaddam and Momper's 2011 article, "Integrating Spiritual and Western Treatment Modalities in a Native American Substance User Center: Provider Perspectives," in *Substance Use & Misuse*, volume 46, issue 11, pages 1431–1437.
- Read [Children's Program Kit: Supportive Education for Children of Addicted Parents](#) from the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration.

### u03s2 - Identify a Cultural Event to Attend

As part of the preparation for your Unit 7 assignment, you are required to attend a cultural event, such as a worship service, holiday celebration, festival, or open community meeting. The event you select should be held by a community that is outside of your group affiliation. The members of this group should reflect the type of individuals that you will likely counsel.

Look through different community events calendars and start making a list of cultural events that you might be able to attend. Be prepared to take notes and to apply your observation skills. Your experience will be used to complete the assignment in Unit 7. Read the Unit 7 assignment instructions and scoring guide to ensure that you understand all requirements.

#### u03d1 - Addiction Professional and Client Characteristics

Referring to the unit readings and Tables 7.1 and 7.2, compare the generic characteristics of counseling with respect to culture, class, and language, to Native American characteristics in terms of culture, class, and language. Which characteristics most closely reflect your culture, class, and language?

Refer to Chapter 15 and at least one of the recommended readings and consider the types of mental health concerns you may be likely to encounter in counseling a Native American client, couple, family, or group (for example, the impact of educational disparities on career development). Address the following:

- How would your approach reflect your understanding of your own characteristics and those of your client or clients?
- How would the impact of historical and current oppression be important to your work?
- Discuss the implications of the client's characteristics and concerns on your counseling and advocacy strategies in terms of problem assessment, goal setting, and interventions that take into account individual, couple, family, and tribal considerations.

**Note:** This is a graded discussion question. Your instructor will grade your discussion using the Scoring Guide accessed in the Resources and your grade will appear in the courseroom gradebook. You are still responsible for posting two substantial peer responses to other learners' discussions.

### Response Guidelines

Read the post of your fellow learners and prepare response postings to at least two of your peers. Identify a characteristic or concern of diverse populations discussed by a peer that would be important to consider in counseling and advocacy that you did not consider. Share a characteristic or concern that you identified that would expand the perspective of a peer.

#### u03d2 - Working With Culturally Diverse Groups

Research current information about the demographics of your own state. List the main minority groups and (if applicable) specific cultural subgroups living in your state, as well as living within your own part of the state.

Select two of these groups and identify the steps you would take to become more knowledgeable about working with persons from these cultures. Include at least two articles or books specific to each culture in your references.

What are some of the questions you have or issues you might encounter while working as a counselor with persons from these groups?

### Response Guidelines

Read the posts of your peers and respond to at least two. Reflect on the concerns that were identified and consider what you may add to a peer's understanding. What other steps could you share to help increase knowledge or build culturally relevant skill sets for counseling with minority and cultural subgroups?

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 4 >> Microaggressions: Remaining Vigilant Against Racism, Sexism, and Heterosexism

### Introduction

When we consider dynamics such as racism, sexism, classism, or heterosexism, we often imagine these phenomena occurring in overt and easily recognizable words, gestures, policies, or practices. In this unit, we will consider how oppression and discrimination occur in more covert, subtle, and even unconscious ways. As cited by Sue and Sue (2016, p. 187), *microaggression* is defined as "brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults that potentially have a harmful or unpleasant psychological impact on the target person or group." We will also be asked to analyze a case with respect to microaggressions.

In addition, we will reflect on the concept of privilege that in broad terms may be thought of as an unearned right or immunity, and in some ways as the antithesis of oppression. We will explore this concept further as a dynamic phenomenon, and as it applies to a range of biopsychosocial characteristics, including skin color, gender, socioeconomic status, and sexual orientation. And we will reflect on privilege and oppression in our own lives, as well as the implications of these phenomena in counseling African Americans and women.

#### Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

### Learning Activities

#### u04s1 - Studies

### Readings

Use the Capella library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 6, "Microaggressions in Counseling and Psychotherapy," pages 179–208.
  - Chapter 14, "Counseling African Americans," pages 457–474.
  - Chapter 26, "Counseling Women," pages 725–742.
- Monahan, M. J. (2014). *The concept of privilege: A critical appraisal*. *South African Journal of Philosophy*, 33(1), 73–83.

### Multimedia

- View the [Dr. Sue: Social and Cultural Conditioning](#) presentation. Dr. Sue speaks on social and cultural conditioning and how that affects our worldview and "throwing off the invisible veil that we are fighting."
- View the [Dr. Flora: Rural Stereotyping/Implicit Bias](#) presentation. This is an interview with Dr. Amanda Flora, a professor at Capella University. Dr. Flora shares her insights and research on implicit bias, particularly as it relates to rural populations.
- View [The Case of Wendy](#). You will discuss this illustrated case study in a Unit 4 discussion.

### Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. Below you will find a reference list; look to these readings for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

#### Books

- In Sue and Sue's *Counseling the Culturally Diverse: Theory and Practice*, read Chapter 21, "Counseling Jewish Americans," pages 615–628.
- In Gurman's *Clinical Casebook of Couple Therapy*, read Addison and Thomas's chapter, "Searching for Mutuality: A Feminist/Multicultural Approach to Couple Therapy."
- In Heldke and O'Connor's *Oppression, Privilege, and Resistance: Theoretical Perspectives on Racism, Sexism, and Heterosexism*, read Carbado's chapter, "Straight Out of the Closet: Men, Feminism, and Male Heterosexual Privilege," pages 395–419.
- In Rothblum and Solovay's *The Fat Studies Reader*, read Royce's chapter, "The Shape of Abuse: Fat Oppression as a Form of Violence Against Women," pages 151–157.
- In McGoldrick and Hardy's *Re-visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (2nd ed.), read Pinderhughes's chapter, "Black Genealogy Revisited: Restorying an African-American Family," pages 114–134.

## Articles

- Read Miville, Carlozzi, Gushue, Schara, and Ueda's 2006 article, "Mental Health Counselor Qualities for a Diverse Clientele: Linking Empathy, Universal-Diverse Orientation, and Emotional Intelligence," in *Journal of Mental Health Counseling*, volume 28, issue 2, pages 151–165.
- Read Mulvaney's 1994 article, "[Gender Differences in Communication: An Intercultural Experience](#)," in *Feminism and Women's Studies*.
- Read Real's 1995 article, "Fathering Our Sons, Refathering Ourselves: Some Thoughts on Transforming Masculine Legacies," in *Journal of Feminist Family Therapy*, volume 7, issue 1/2, pages 27–43.
- Read Sue, Rivera, Capodilupo, Lin, and Torino's 2010 article, "Racial Dialogues and White Trainee Fears: Implications for Education and Training," in *Cultural Diversity and Ethnic Minority Psychology*, volume 16, issue 2, pages 206–214.
- Read Utsey, Ponterotto, Reynolds, and Cancelli's 2000 article, "Racial Discrimination, Coping, Life Satisfaction, and Self-Esteem Among African Americans," in *Journal of Counseling & Development*, volume 78, issue 1, pages 72–80.
- Read Wu, Woody, Yang, Pan, and Blazer's 2011 article, "Racial/Ethnic Variations in Substance-Related Disorders Among Adolescents in the United States," in *Archives of General Psychiatry*, pages 1176–1185.

### u04s2 - Project Implicit

Cultivating and practicing self-awareness is essential to ensuring that we are fully present, ethical and competent in our practice. In this course, we will focus specifically on awareness of our own backgrounds, our client's backgrounds, and how belonging to a minority group based on one or more biopsychosocial characteristics influences how we are perceived, how we perceive ourselves, and how we perceive others.

In this activity we will begin to explore our self-awareness in terms of biases. It seems safe to say that all of us know what it means to harbor biases against another person based upon some biopsychosocial characteristic and stereotypes about what it means to a member of another group. This could be termed *explicit bias*, and it is something of which we are aware. Likewise, it is possible to harbor biases of which we are less aware or unaware. This is referred to as *implicit bias*. As we strive to build our awareness, there is value in examining ourselves for both types of biases and for remaining alert to the experiences of our clients with both types of bias.

To explore the topic of implicit bias further, we will complete a brief self-assessment online.

1. Review the [Project Implicit](#) website, select Demonstration Project, select a group from the list, and complete the implicit bias test.

### u04s3 - Select Organization for Interview Assignment

By the end of Unit 9, you are to submit the assignment "Assessment of an Organization." Begin scouting for an organization on which you can base your assessment. In brief, this assignment requires you to gather information on the organization so you can assess its role in prevention, education, consultation, intervention, and advocacy. Additionally, you will evaluate the organization's ability to reflect and support a multicultural client base.

Begin by identifying two or three organizations and the contact persons at these organizations who may be able to help you complete this assignment (or point you in the right direction). You will have the most success if you provide ample advance notice to the selected organization.

Review the assignment instructions and scoring guide to ensure that you understand how this assignment will be graded. Make sure you contact your instructor if you have questions or need assistance with securing an organization to interview and assess.

### u04d1 - The Case of Wendy

After viewing *The Case of Wendy* and reading the concepts presented in the Sue textbook on microaggressions, prepare a post that addresses the following:

- Review Lisa's (the counselor's) interactions with Wendy and her supervisor. Identify at least two interactions that could be considered microaggressions.

- Now imagine you are Lisa: how would you approach Wendy's concerns about working in a system dominated by mainstream values and ideals?
- Discuss your experiences with respect to a time when you experienced a microaggression related to your skin color, gender, or social class, or a time when you have caught yourself as the aggressor with a person of color, a woman, or a person of a lower social class. How did you handle it at the time? How would you handle it now if a microaggression occurs in a counseling relationship?

## Response Guidelines

Prepare a response to at least two of your peers. In your response, compare and contrast your own approach to *The Case of Wendy* to that of your peer. Would you adopt something your peer suggested and what you would do differently?

Course Resources

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Graduate Discussion Participation Scoring Guide

### u04d2 - Have Privilege?

Prepare a post that describes your understanding of the concept of privilege using the Monahan reading and Dr. Flora's interview (linked in Resources) as points of reflection.

- How can the concept of white privilege be expanded to include gender privilege, class privilege, or heterosexual privilege?
- Provide an example from your own experience of how a person may experience privilege based on one aspect of their identity and oppression based on another.
- After listening to the interview with Dr. Flora, do you think the term *privilege* also applies to the region where someone lives, or the language or dialect he or she speaks? Explain why or why not.

## Response Guidelines

Prepare a response post to at least two of your peers. In your response, compare and contrast your own approach to the subject to that of your peer. Would you adopt something your peer suggested? What you would do differently?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[The Concept of Privilege: A Critical Appraisal](#)

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[Dr. Flora: Rural Stereotyping/Implicit Bias](#) | [Transcript](#)

## Unit 5 >> Racial Identity Development Models

### Introduction

In this unit we will be introduced to racial identity development models. Sue and Sue (2016) will highlight the utility of these models in remaining alert to differences within groups, diagnosis and retention of minority clients, and the recognition of sociopolitical influences in our own and our clients' lives. Models speaking to the identity development of particular groups will be presented, along with a more universal model: the racial/cultural identity development model. In studying these models, we will reflect on the characteristics of stages of identity development and the therapeutic implications of these stages.

Although it may seem odd at first, we will also take time to consider white racial identity development and models, reflecting on the "invisible whiteness of being" and the dynamics of whiteness in terms of skin privilege and how whiteness is not invisible to people of color. We will also consider the heterogeneity among European Americans just as we will with each of the other diverse groups we will study.

As we live in an increasingly diverse world, it is also important that we consider what it means to be of multiracial descent. Sue and Sue (2016) observe that for the first time in 2000, the U.S. census permitted people to check more than one box for racial identity, recognizing that many of us do not identify with a single racial identity. We will consider stereotypes about people who identify as multiracial and their experiences of racial identity development, including implications for our counseling practice.

#### Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

### Learning Activities

#### u05s1 - Studies

## Readings

Use the Capella University Library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 11, "Racial/Cultural Identity Development in People of Color: Counseling Implications," pages 355–385.
  - Chapter 12, "White Racial Identity Development: Counseling Implications," pages 389–419.
  - Chapter 18, "Counseling Multiracial Individuals," pages 549–566.
- Alessandria, K. P. (2002). *Acknowledging white ethnic groups in multicultural counseling*. *The Family Journal*, 10(1), 57–60.
- Laszloffy, T. A. (2008). *Therapy with mixed-race families*. In M. McGoldrick & K. V. Hardy (Eds.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (2nd ed., pp. 275–285). New York, NY: Guilford.

## Multimedia

- View [Racial Identity Development](#) to view Dr. Sue speaking on why racial and cultural identity development is an integral part of education and clinical training.
- View the [Carter Case Study](#) presentation to read about the issues surrounding James Carter, a junior high school student, and his parents.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. Below you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

- In McGoldrick and Hardy's *Re-visioning Family Therapy, Race, Culture and Gender in Clinical Practice* (2nd ed.), read the following:
  - Berndt's chapter, "Legacies of White Privilege," pages 184–190.
  - Dolan-Del Vecchio's chapter, "Dismantling White Male Privilege Within Family Therapy," pages 250–260.
- Read Arminio's 2001 article, "Exploring the Nature of Race-Related Guilt," in *Journal of Multicultural Counseling & Development*, volume 29, issue 4, pages 239–252.
- Read Choi, Harachi, Gillmore, and Catalano's 2006 article, "Are Multiracial Adolescents at Greater Risk? Comparisons of Rates, Patterns, and Correlates of Substance Use and Violence Between Monoracial and Multiracial Adolescents," in *American Journal of Orthopsychiatry*, volume 76, issue 1, pages 86–97.
- Read Leach, Behrens, and LeFleur's 2002 article, "White Racial Identity and White Racial Consciousness: Similarities, Differences, and Recommendations," in *Journal of Multicultural Counseling & Development*, volume 30, issue 2, pages 66–80.
- Read Ndiaye, Hecht, Wagstaff, and Elek's 2009 article, "Mexican-Heritage Preadolescents' Ethnic Identification and Perceptions of Substance Use," in *Substance Use*, volume 44, issue 8, pages 1160–1182.
- Read Neblett, Terzian, and Herriott's 2010 article, "From Racial Discrimination to Substance Use: The Buffering Effects of Racial Socialization," in *Child Development Perspectives*, volume 4, issue 2, pages 131–137.
- Read Sakai, Wang, and Price's 2010 article, "Substance Use and Dependence Among Native Hawaiians, Other Pacific Islanders, and Asian Ethnic Groups in the United States: Contrasting Multiple-Race and Single-Race Prevalence Rates From a National Survey," in *Journal of Ethnicity in Substance Abuse*, volume 9, issue 3, pages 173–185.
- Read Wright, Houston, Ellis, Holloway, and Hudson's 2003 article, "Crossing Racial Lines: Geographies of Mixed-Race Partnering and Multiraciality in the United States," in *Progress in Human Geography*, volume 27, issue 4, pages 457–474.



## u05s2 - Make Appointment With Selected Organization

If you have not scheduled your interview with your selected organization, make sure to have your appointment set by the end of this unit. Begin drafting any interview questions or topics that you want your contact person to think about or disseminate to the staff. E-mail your questions or topics list prior to your interview date. This will help your session to be focused and garner more thoughtful responses.

Refer to the Capella Career Center's [Info Gathering Questions](#) to help you prepare for your interview.

Be sure to read the assignment instructions and scoring guide to ensure that you understand all requirements. Contact your instructor if you need assistance with this assignment.

## u05a1 - Cultural Autobiography

In the last unit, we began to consider the characteristics of addiction professionals and clients with respect to culture, class, and language, and how important it is to be mindful of how we attend to these in our professional practice. In this exercise we will be asked to take our personal exploration further by investigating our own cultural heritage and its impact on our worldviews.

Sue and Sue (2016) explain that our worldviews are related to our values, cultural upbringing, and experience.

For this assignment you will need to interview at least one family member, and you may wish to include more as you investigate your own cultural background. Based upon the data you gather from the interview process, your own reflections, and at least two peer-reviewed articles that address counselor characteristics and cultural heritage, address the following points.

### Awareness of Your Cultural Heritage

- Describe your and your family's (either birth or adopted) cultural heritage (for example, your paternal grandparents immigrated to the United States from Italy, and your maternal grandparents emigrated from Ireland).
- Share the cultural traditions that have been passed down in your family.
- Does your family have one or more religious or spiritual traditions?
- Consider your cultural heritage in terms of those aspects of which you and your family are:
  - Most proud.
  - Ashamed.
- What aspects of your cultural heritage have been or currently do result in discrimination and oppression for you and your family?
- What aspects of your cultural heritage have been or do currently result in privileges for you and your family?
- How does your worldview contribute to your ideas about the purpose of treatment, role of the addiction professional, and approaches to therapy that you'll be using in your work with clients from diverse backgrounds?
- Consider potential barriers or opportunities your worldview could present in counseling a client of a different:
  - Ethnicity or race.
  - Gender.
  - Socioeconomic status.

### Strategies to Overcome Your Cultural Competence Limitations

- Identify and discuss at least one competency from each of the aspects of multicultural competence (awareness, knowledge, skill) that would be important to apply in ensuring that you eliminate these barriers.

Your paper should be a maximum of 7 pages long and should include at least two references from current peer-reviewed journals. You may include your text as a reference as well. Use current edition APA format for all citations and references.

#### Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

#### Course Resources

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[Capella Writing Center](#)

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### u05d1 - Carter Case Analysis

Identify and discuss the major issues, themes, needs, and challenges faced by multiracial people as presented in the readings of this unit and the Carter case study you viewed (linked in Resources), and relative to what you learned about racial identity development models.

- Describe how multiracial individuals are similar to and different from other groups; be sure to address identity development.
- Which biopsychosocial characteristics or concerns stand out to you as salient in this case and why?
- Imagine that you are the therapist. Propose three culturally relevant strategies you would use in helping your client to resolve conflicts and to promote optimal wellness and growth in terms of mind, body, and spirit.

**Note:** This is a graded discussion question. Your instructor will grade your discussion using the Carter Case Analysis Scoring Guide accessed in the link, and your grade will appear in the courseroom gradebook. You are still responsible for posting two substantial peer responses to other learners' discussions.

## Response Guidelines

Take the position of a multiracial person as you respond to the posts of two other learners. Imagine what it would be like to experience the challenges facing multiracial people. Critique the posts of your peers from this perspective and their suggestions from this viewpoint.

Course Resources

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[Carter Case Study](#) | [Transcript](#)

## Unit 6 >> Culturally Relevant Strategies: Racial and Ethnic Minorities

### Introduction

Early in the course we explored the principles of Multicultural Counseling and Therapy (MCT). We learned that MCT is considered a *meta-approach* to counseling—an approach that transcends a counselor's theoretical orientation. In this unit, we will consider culturally relevant strategies, particularly with respect to Asian Americans and Hispanic or Latinx Americans.

Although it is helpful to conceptualize cultural competence in terms of awareness, knowledge, and skill, it is difficult to separate these phenomena in providing culturally competent counseling. To be effective, we must be aware of how our characteristics, the characteristics of counseling, and the characteristics and concerns of the client will impact the counseling relationship. We also have to draw on our general knowledge of the client's group memberships and how those may inform the client's presentations, needs, and effective practice. And then we have to put that awareness and knowledge into play in the counseling and advocacy strategies we employ in the promotion of optimal health and well-being for our clients.

Developing our awareness and knowledge of the central role of communication styles and the sociopolitical context of communication will be essential to our practice. We will consider the literature as it pertains to MCT and the preference for active-directive forms of helping among Asian Americans, African Americans, and Hispanic/Latino Americans (Sue & Sue, 2016). In addition we will explore cultural considerations specific to Asian Americans and Pacific Islanders and Hispanic or Latinx Americans, and the implications of cultural norms and acculturation for counseling.

### Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

### Learning Activities

### u06s1 - Studies

## Readings

Use the Capella library and the Internet to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 8, "Communication Styles and Its Impact on Counseling and Psychotherapy," pages 251–279.
  - Chapter 16, "Counseling Asian Americans and Pacific Islanders," pages 501–519.
  - Chapter 17, "Counseling Latinas/os," pages 525–543.
- Payne, R. K. (2003). *Understanding and working with students and adults from poverty* [PDF]. Retrieved from <http://www.ahaprocess.com/wp-content/uploads/2013/09/Understanding-Poverty-Ruby-Payne-Poverty-Series-I-IV.pdf>

## Multimedia

- View [The Impact of Diversity](#) to hear about an intern's home visit to the home of a student in an inner-city school in Milwaukee, Wisconsin. Make sure you complete the questions about the scenario at the end of the presentation.
- View [The 51st State: America's Working Poor](#) to view the video from Films on Demand on the issues of the working poor.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. Below you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

### Books

- In Sue and Sue's *Counseling the Culturally Diverse: Theory and Practice*, read Chapter 25, "Counseling Individuals Living in Poverty," pages 705–720.
- In Rastogi and Thomas's *Multicultural Couple Therapy*, read the following:
  - Parra-Cardona, Cordova, Holtrop, Escobar-Chew, and Horsford's chapter, "Culturally Informed Emotionally Focused Therapy With Latino/a Immigrant Couples," pages 345–370.
  - Rastogi's chapter, "Drawing Gender to the Foreground: Couple Therapy With South Asians in the United States," pages 257–276.
- In McGoldrick's *Re-visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (1st ed.), read Falicov's chapter, "The Cultural Meaning of Family Triangles," pages 37–49. (Note that this is in the first edition of this book; the rest of your optional readings are in the second edition.)
- In Norcross and Goldfried's *Handbook of Psychotherapy Integration* (2nd ed.), read Ivey and Brooks-Harris's chapter, "Integrative Psychotherapy With Culturally Diverse Clients."

### Articles

- Read Fontes's 2002 article, "Child Discipline and Physical Abuse in Immigrant Latino Families: Reducing Violence and Misunderstandings," in *Journal of Counseling & Development*, volume 80, issue 1, pages 31–40.
- Read Lassiter and Chang's 2006 article, "Perceived Multicultural Competency of Certified Substance Abuse Counselors," in *Journal of Addictions & Offender Counseling*, volume 26, issue 2, pages 73–83.
- Read Sato Vosburg's 2004 article, "Toward Triadic Communication: A Crisis in Japanese Family Relationships," in *Journal of Family Psychotherapy*, volume 15, issue 1/2, pages 105–117.

## u06d1 - Communication Styles

Referring to your reading and The Impact of Diversity media (linked in Resources), prepare a post that completes the following:

- Discuss the centrality of communication (verbal and nonverbal) in counseling with diverse clients. Briefly define proxemics, kinesics, paralanguage, and high-low context communication.
- Consider the intern's communication in The Impact of Diversity and analyze how her communications may have been perceived by the Gonzalez family (for example, quietly jotting notes on a clipboard, refusing a refreshment).

- How could increased awareness of cultural considerations related to ethnicity and economic resources improve the counseling intern's interactions with and understanding of the Gonzalez family?

## Response Guidelines

Read the posts of your peers and compare and contrast your analyses. Discuss how your peers' analyses added to your own, and how your analysis added to theirs.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[The Impact of Diversity](#) | [Transcript](#)

### u06d2 - Immigration and Acculturation

Use the readings of this unit regarding the concerns confronting Asian Americans/Pacific Islanders and Hispanic or Latinx Americans in the United States to complete this discussion activity.

- Explain how institutional racism could result in internalized oppression for members of marginalized populations. Provide an example.
- Discuss how historical and current views on immigration result in challenges. Provide an example.
- In your own words, define acculturation and provide an example of how this may impact ethnic minorities and their families.

## Response Guidelines

Read the posts of your peers and respond to at least two. Reflect on the concerns that were identified and consider what you may add to a peer's understanding.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 7 >> Addiction Professionals as Social Justice Advocates

### Introduction

In this unit, we discuss the role of counselors as social justice advocates. In addition to developing an understanding of key principles of social justice counseling, we will be introduced to a model for gauging the cultural competence of organizations, and the role of the addiction professional at each level as a social justice advocate.

We will have an opportunity to hear from an expert in the field on what it means to advocate at each level. Then we will have our own opportunity to recommend advocacy interventions at the micro, meso, and macro levels based on a case scenario involving refugees. In our analyses, we will examine the impact of immigration, poverty, and welfare on individuals and families from historical and political perspectives.

### Learning Activities

### u07s1 - Studies

## Readings

Use the Capella library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 4, "The Political and Social Justice Implications of Counseling and Psychotherapy," pages 107–138.
  - Chapter 5, "The Impact of Systemic Oppression: Counselor Credibility and Client Worldview," pages 145–175.
  - Chapter 19, "Counseling Arab Americans and Muslim Americans," pages 573–588.
  - Chapter 20, "Counseling Immigrants and Refugees," pages 591–610.
- Schroeder, S. (2005). *An agenda to combat substance abuse*. *Health Affairs*, 24(4), 1005–1013.

Use the Internet to read the following:

- Center for Applied Linguistics: Cultural Orientation Resource Center. (2004). *Muslim refugees in the United States. Chapter 3: Challenges in resettlement and adaptation of Muslim refugees [PDF]*. Retrieved from <http://www.culturalorientation.net/content/download/1360/7921/version/2/file/Muslim+Refugees.pdf>
  - Scroll to page 15 of the PDF for Case 1, page 21 for Case 2, page 23 for Case 3, page 27 for Case 4, and page 29 for Case 5 as you select one for your work on this unit's discussion.

## Multimedia

- Complete *Interview With Dr. Paylo: Advocacy at Multiple Levels*. Dr. Matthew Paylo, a professor at Youngstown State University, shares his insights and research on the role of addiction professionals as advocates on multiple levels.
- Complete the *Locus of Control Self-Assessment*. Take the "Where Is Your Locus of Control?" quiz to help you identify whether you have more of an internal or external locus of control.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. Below you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

### Books

- In Rastogi and Thomas's *Multicultural Couple Therapy*, read the following:
  - Daneshpour's chapter, "Couple Therapy With Muslims: Challenges and Opportunities," pages 103–120.
  - D'urso, Reynaga, and Patterson's chapter, "The Emotional Experience of Immigration for Couples," pages 29–45.
- In McGoldrick and Hardy's *Re-visioning Family Therapy: Race, Culture, and Gender in Clinical Practice (2nd ed.)*, read Abudabbeh's chapter, "My Evolving Identity From Arab to Palestinian to Muslim," pages 204–212.
- In Almeida, Dolan Del-Vecchio, and Parker's *Transformative Family Therapy: Just Families in a Just Society*, read the following:
  - Chapter 5, "Healing as a Community Effort: Culture Circles," pages 96–122.
  - Chapter 6, "Creating Communities of Resistance and Support: Sponsors and Cultural Consultants," pages 124–139.

### Articles

- Read Burnam and Watkins's 2006 article, "Substance Abuse With Mental Disorders: Specialized Public Systems and Integrated Care," in *Health Affairs*, volume 25, issue 3, pages 648–658.
- Read Ghazal Read's 2004 article, "Family, Religion and Work Among Arab American Women," in *Journal of Marriage & Family*, volume 66, issue 4, pages 1042–1050.
- Read Stone's 2000 article, "Advocacy for Sexual Harassment Victims: Legal Support and Ethical Aspects," in *Professional School Counseling*, volume 4, issue 1, pages 23–30.

## u07s2 - Send Interview Questions

By the end of Unit 7, e-mail your interview questions and topics list to the contact person at your selected organization. Review the *Info Gathering Questions* if needed. Providing an agenda will also provide talking points for you and inform your contact person of what to expect. Remember that your assignment is to be submitted at the end of Unit 9.

Make sure you review the assignment instructions and scoring guide to confirm that you are covering all of the elements on which your instructor will be grading. If there is anything that is unclear to you, contact your instructor.

## u07a1 - Culturally Relevant Strategies

For this assignment you will consider a diverse group of which you are not a member and that you will be likely to counsel. Select a gathering or event focused on this group in your community to attend (for example, a worship service, a holiday celebration, festival, or open community meeting).

Use the Library Guide ADD5336: Research in Addiction Studies and identify at least four peer-reviewed articles that address the characteristics and concerns and culturally relevant therapeutic strategies that would be appropriate for this population and addictions. In addition, use your text as a reference. Address the following in your assignment:

### Your Aspirations

- Briefly discuss your aspirations for a professional position upon graduation (for example, an inpatient substance abuse treatment center).
- Identify a diverse group of which you are not a member that you will be likely to serve and about which you have identified a need to learn more.

### Cultural Immersion

- Describe the event you attended and your thoughts and feelings as you prepared to attend the event.
- Describe the event. Were the attendees similar or different from what you expected?
- Describe your experience at the event.
  - Were you welcomed? In the minority? Comfortable? Interested? Curious?

### Client Characteristics and Concerns

- Describe the characteristics and concerns of the group, including the following:
  - What did you observe or learn about the culture at the event you attended?
  - Influence of perceived group membership on stereotypical views of this group, group members' view of themselves, and your view of group members.
  - Historical and current societal discrimination/oppression and its impact on the mental health of members of this group.
  - What other aspects of the client's culture will you take into account in developing cultural sensitivity?

### Culturally Relevant Strategies

- Referring to your text, discuss the centrality of communication to counseling, and the aspects of communication style you will need to attend to in counseling members of the cultural group you have selected (for example, language).
- Discuss at least two culturally supported interventions from the current literature that you would employ in this case in order to promote optimal wellness and growth of the human spirit, mind, and body
- How do the interventions you propose reflect the multicultural counseling competencies, the principles of multicultural counseling and therapy, and the best practices related to diversity and advocacy?
- Describe at least one advocacy strategy you could employ at the individual, community, and public policy level

Your paper should be 5–8 pages long and should include a minimum of 5–8 references from current peer-reviewed journals (one may be your text). Use APA current-edition format for all citations and references.

Course Resources

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[Capella Writing Center](#)

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[Library Guide ADD5336: Research in Addiction Studies](#)

## u07d1 - Addiction Professionals as Social Justice Advocates

For this graded discussion activity, first complete this unit's Locus of Control Self-Evaluation (linked in Resources). Using the results from the self-evaluation and this unit's text and study materials, prepare a post that encompasses the following:

## Part 1

Discuss the goal of social justice and how multicultural counseling and therapy is related to social justice values.

- How do the concepts of worldview and locus of control inform competent practice?
- Based on the self-assessment, what did you learn about your locus of control?

## Part 2

Refer to the cases linked in Resources and presented in your reading from the Center for Applied Linguistics: Cultural Orientation Resource Center's "Challenges in Resettlement and Adaptation of Muslim Refugees" (scroll down to page 19 of the PDF) and select one that interests you. Imagine that the caseworker has referred the individual, couple or family to you for services. Based on your readings, identify and discuss the cultural considerations that would inform your work with the client or clients.

As you consider the challenges faced by your client or clients, you recognize that you have a responsibility to take on the role of advocate. Propose an Advocacy Plan that addresses the following:

- Describe the addiction professional's role in promoting social justice.
- Analyze the characteristics and concerns of refugees, both nationally and internationally, as they pertain to culturally competent counseling practices. For example, what are international political and social issues that an addiction professional should seek to understand about Muslim refugees? What national policies, such as Homeland Security, need to be considered?
- Evaluate the historical/current implications regarding immigration, poverty, and welfare.
- Evaluate the advocacy processes that address institutional racism and social barriers that impede access, equity, and success for clients from diverse populations.
- Address your role as the addiction professional in the reduction of biases, prejudices, and discrimination, whether intentional or unintentional.
- Social justice is a philosophy or theory that promotes equal access and opportunity for all people, by advocating at the micro (individual or family), meso (school or community), and macro (public policy) levels. Recommend a strategy that you could employ to promote social justice at each of those levels.

**Note:** This is a graded discussion question. Your instructor will grade your discussion using the Scoring Checklist accessed in the link, and your grade will appear in the courseroom gradebook. You are still responsible for posting two substantial peer responses to other learners' discussions.

## Response Guidelines

Read the posts of your peers and respond to at least two. Did they propose strategies that address the micro, meso, and macro levels? How were the strategies in your advocacy plan similar and different from those of your peers? Do you have recommendations for your peers?

Course Resources

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[Locus of Control Self-Assessment](#) | [Transcript](#)

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[Challenges in Resettlement and Adaptation of Muslim Refugees \[PDF\]](#)

## Unit 8 >> Advocacy and Sexual Minorities

### Introduction

In this unit we will consider the characteristics and concerns of sexual minorities and how the historical and current social and political climate contributes to higher rates of mental health and substance abuse issues for this group. Homophobia and heterosexism have played a prominent role in threats to the health and safety of sexual minorities. Thanks to the work of advocates, there is a greater acceptance of sexual minorities as evidenced in the media and at the public policy level; yet we still live in a world where being identified as a sexual minority can have devastating, and in some cases deadly, results (Sue & Sue, 2016).

As such, it is imperative that we cultivate our awareness, knowledge, and skill in counseling and advocating for this especially vulnerable population. Just as we are responsible to ensure that our attitudes and beliefs do not impede our work with racial and ethnic minorities, so are we responsible when it comes to our work with sexual minority clients. In this unit we will have an opportunity to assess our own readiness to work with sexual minorities and to consider the steps we may need to take to develop competence with this population.

We will also explore the concepts of spirituality and religion and their relevance in working with sexual minorities in terms of our own religious values and beliefs as well as those of our clients.

## Reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

## Learning Activities

### u08s1 - Studies

## Readings

Use the Capella library to read the following:

- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley. ISBN:9781119084303.
  - Chapter 23, "Counseling LGBT Individuals," pages 659–676.
- Barret, R., & Barzan, R. (1996). *Spiritual experiences of gay men and lesbians*. *Counseling and Values*, 41(1), 4–15.
- Carroll, L., Gilroy, P. J., & Ryan, J. (2002). *Counseling transgendered, transsexual, and gender-variant clients*. *Journal of Counseling and Development*, 80(2), 131–139.
- Hermann, M. A., & Richter Herlihy, B. (2006). *Legal and ethical implications of refusing to counsel homosexual clients*. *Journal of Counseling & Development*, 84(4), 414–418.
- Kashubeck-West, S., Meyer, S., & Szymanski, D. M. (2008). *Internalized heterosexism: A historical and theoretical overview*. *The Counseling Psychologist*, 36(4), 615–630.

Use the Internet to read the following, which will be the basis for the second discussion of this unit:

- Huffington Post. (2011). *Jamie Hubley, gay 15-year-old Ottawa, Canada teen commits suicide, cites depression, school troubles [Blog post]*. Retrieved from [http://www.huffingtonpost.com/2011/10/17/jamie-hubley-commits-suicide\\_n\\_1015646.html](http://www.huffingtonpost.com/2011/10/17/jamie-hubley-commits-suicide_n_1015646.html)

Use the Internet to locate and review at least three of the following websites:

- [AGLBTC: Association for Gay, Lesbian, Bisexual, & Transgender Issues in Counseling](#).
- [GLSEN: Gay, Lesbian and Straight Education Network](#).
- [Matthew Shepard Foundation](#).
- [The National Association of Lesbian and Gay Bisexual and Transgender Addiction Professionals and Their Allies](#).
- [Out of the Past](#).
- [Parents, Families and Friends of Lesbians and Gays \(PFLAG\)](#).
- The Gay Affirmative Therapy website article, ["Ten Common Mistakes Straight Clinicians Make When Working With Gay and Lesbian Clients."](#)

## Multimedia

View the [Being Gay: Coming Out in the 21st Century](#) video.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. Below you will find a reference list; look to these for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

### Books

- In Rastogi and Thomas's *Multicultural Couple Therapy*, read the following:
  - Addison and Coolhart's chapter, "Integrating Socially Segregated Identities: Queer Couples and the Question of Race," pages 51–75.
  - Meyerstein's chapter, "Two Jews, Three Opinions: Understanding and Working With Jewish Couples in Therapy," pages 121–142.
- In McGoldrick and Hardy's *Re-visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (2nd ed.), read Stone Fish's chapter, "The Semitism Schism: Jewish-Palestinian Legacies in a Family Therapy Training Context," pages 197–203.

### Articles

- Read Boone, Mayberry, Betancourt, Coggins, and Yancey's 2006 article, "Cultural Competence in the Prevention of Sexually Transmitted Diseases," in *American Journal of Health Studies*, volume 21, issue 3/4, pages 199–208.
- Read Fisher, Gushue, and Cerrone's 2011 article, "The Influences of Career Support and Sexual Identity on Sexual Minority Women's Career Aspirations," *The Career Development Quarterly*, volume 59, issue 5, pages 441–454.



- Read Goodrich and Luke's 2009 article, "LGBTQ Responsive School Counseling," in *Journal of LGBT Issues in Counseling*, volume 3, issue 2, pages 113–127.
- Read Knopf's 2010 article, "Sexual Health Groups Help Patients Avoid Relapses," in *Behavioral Healthcare*, volume 30, issue 10, pages 12–13.
- Read Lebolt's 1999 article, "Gay Affirmative Psychotherapy: A Phenomenological Study," in *Clinical Social Work Journal*, volume 27, issue 4, pages 355–370.
- Read Lev's 2009 article, "The Ten Tasks of the Mental Health Provider: Recommendation for the Revision of the World Professional Association for Transgender Health's Standards of Care," in *International Journal of Transgenderism*, volume 11, issue 2, pages 74–99.
- Read McGeorge and Stone Carlson's 2011 article, "Deconstructing Heterosexism: Becoming an LGB Affirmative Heterosexual Couple and Family Therapist," in *Journal of Marital and Family Therapy*, volume 37, issue 1, pages 14–26.
- Read Talley, Tomko, Littlefield, Trull, and Sher's 2011, "The Influence of General Identity Disturbance on Reports of Lifetime Substance Use Disorders and Related Outcomes Among Sexual Minority Adults With a History of Substance Use," in *Psychology of Addictive Behaviors*, volume 25, issue 3, pages 530–541.
- Read Nadal et al.'s 2011 article, "Sexual Orientation Microaggressions: Processes and Coping Mechanisms for Lesbian, Gay, and Bisexual Individuals," in *Journal of LGBT Issues in Counseling*, volume 5, issue 1, pages 21–46.
- Read Bowers, Minichiello, and Plummer's 2010 article, "Religious Attitudes, Homophobia, and Professional Counseling," in *Journal of LGBT Issues in Counseling*, volume 4, issue 2, pages 70–91.
- Read Sangganjanavanich and Cavazos's 2010 article, "Workplace Aggression: Toward Social Justice and Advocacy in Counseling for Transgender Individuals," in *Journal of LGBT Issues in Counseling*, volume 4, issue 3/4, pages 187–201.
- Read Senreich's 2010 article, "Are Specialized LGBT Program Components Helpful for Gay and Bisexual Men in Substance Abuse Treatment?" in *Substance Use & Misuse*, volume 45, issue 7/8, pages 1077–1096.
- Read [\*A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals\*](#) from the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment.

## u08s2 - The Social Justice Advocacy Readiness Questionnaire

Read Chen-Hayes' 2001 article, "[Social Justice Advocacy Readiness Questionnaire](#)," from *Journal of Gay & Lesbian Social Services*, Volume 13, Issue 1/2, pages 191–203.

On page 196, you will find The Social Justice Advocacy Readiness Questionnaire (SJARQ). Complete items 1–10 of Part 1: Individual Social Justice Advocacy Awareness, Comfort, & Values. You are required to complete only Part 1, but if you want to complete the entire questionnaire, you may do so at your own discretion.

## u08d1 - Assessing Our Readiness to Work With Sexual Minorities

Before you start on this discussion, complete Part 1 (items 1–10) of The Social Justice Advocacy Readiness Questionnaire in the Chen-Hayes article (linked in Resources). Use your responses to the questionnaire and the readings of this unit to prepare a post that reflects on your own readiness to work with sexual minorities. Specifically address your spiritual or religious beliefs and how those may present challenges or opportunities in working with clients who are sexual minorities. How will you address any challenges your beliefs may present to your preparedness to respond ethically and competently to the needs of sexual minority clients? Under what circumstances might you seek supervision to support your clinical competence in working with a sexual minority client?

## Response Guidelines

Read the posts of your peers and respond to two. What other steps could you share to help with resolving biases, increasing awareness or knowledge, or building culturally relevant skill sets for treatment and advocacy with sexual minorities?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Social Justice Advocacy Readiness Questionnaire](#)

## u08d2 - Case Analysis: Jamie Hubley

Provide examples of how you might increase the cultural appropriateness of an addiction theory, technique, or intervention in an addiction treatment setting to promote the optimal health and well-being of sexual minorities.

In your analysis of the professional role, think of the purpose and role it serves in carrying out an organization's mission in prevention, education, conflict resolution, intervention, consultation, and advocacy. Use the story of "Jamie Hubley, Gay 15-Year-Old Ottawa, Canada Teen Commits Suicide, Cites Depression, School Troubles" (linked in Resources) in conjunction with the resources you explored to support your strategies and ideas.

## Response Guidelines

Read the posts of your peers and respond to two. Did they include strategies that would address internalized homophobia, discrimination, bullying or violence, access to treatment and support?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Jamie Hubley, gay 15-year-old Ottawa, Canada teen commits suicide, cites depression, school troubles \[Blog post\]](#).

## Unit 9 >> Advocacy: Age and Ability

### Introduction

In this unit we will focus on age and ability in terms of client characteristics and concerns, our own attitudes and beliefs, and our preparedness to provide care in culturally relevant ways. Considering a client's age is important in any therapeutic relationship. Here we will focus specifically on older clients, given the cognitive, emotional, economic, and physical changes that occur naturally with aging, and a tendency to marginalize aging people in our society.

We will also consider ability in terms of clients of all ages and how exceptional abilities and disabilities may come into play in terms of human development and the treatment process. We will have an opportunity to complete a case analysis through which we will identify the characteristics and concerns that are salient to developing culturally relevant counseling from the standpoint of addiction studies.

### Learning Activities

## u09s1 - Studies

## Readings

Use your textbook, Sue and Sue's *Counseling the Culturally Diverse: Theory and Practice*, to complete the following:

- Read Chapter 22, "Counseling Individuals With Disabilities," pages 635–653.
- Read Chapter 24, "Counseling Older Adults," pages 688–700.

Use the Capella University Library to complete the following:

- Brucker's 2009 article, "[Social Construction of Disability and Substance Abuse Within Public Disability Benefit Systems](#)," from *International Journal of Drug Policy*, volume 20, issue 5, pages 418–423.
- Luoma et al.'s 2007 article, "[An Investigation of Stigma in Individuals Receiving Treatment for Substance Abuse](#)," from *Addiction*, volume 32, issue 7, pages 1331–1346.

## Multimedia

- View the [Americans with Disabilities Act](#) presentation to view information on the five parts of the American Disabilities Act.

## Optional Readings

The literature is rich with resources to help addiction professionals and therapists delve more deeply into the topics being covered in this course and to pursue their own special interests. Below you will find a reference list; look to this for information and use as you wish in your professional development. Please note that it is acceptable to draw from these resources for your discussions and assignments; however, you should not rely exclusively on these resources in completing assignments that require library research.

### Books:

- In Rothblum and Solovay's *The Fat Studies Reader*, read the following:
  - Lyons's chapter, "Prescription for Harm: Diet Industry Influence, Public Health Policy, and the 'Obesity Epidemic,'" pages 75–87.
  - Weinstock and Krehbiel's chapter, "Fat Youth as Common Targets for Bullying," pages 120–126.
- In Johnson and Whiffen's *Attachment Processes in Couple and Family Therapy*, read Bradley and Palmer's chapter, "Attachment in Later Life: Implications for Intervention With Older Adults," pages 281–299.
- In Knudson-Martin and Mahoney's *Couples, Gender, and Power: Creating Change in Intimate Relationships*, read Knudson-Martin's chapter, "An Unequal Burden: Gendered Power in Diabetes Care," pages 105–123.
- In Furrow, Johnson, and Bradley's *The Emotionally Focused Casebook: New Directions in Treating Couples*, read Naaman, Radwan, and Johnson's chapter, "Emotionally Focused Couple Therapy in Chronic Medical Illness: Working With the Aftermath of Breast Cancer," pages 141–164.

### Articles:

- Read Briggs, Magnus, Lassiter, Patterson, and Smith's 2011 article, "Substance Use, Misuse, and Abuse among Older Adults: Implications for Clinical Mental Health Counselors," in *Journal of Mental Health Counseling*, volume 33, issue 2, pages 112–127.
- Read Patrick et al.'s 2011 article, "Age-Related Changes in Reasons for Using Alcohol and Marijuana From Ages 18 to 30 in a National Sample," in *Psychology of Addictive Behaviors*, volume 25, issue 2, pages 330–339.
- Read Smart and Smart's 2006 article, "Models of Disability: Implications for the Counseling Profession," in *Journal of Counseling & Development*, volume 84, issue 1, pages 29–40.
- Read [\*Substance Abuse Relapse Prevention for Older Adults: A Group Treatment Approach\*](#) at the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment.

### u09d1 - Educating About Addiction

Referring to the readings, select a specific population (consider age, race, gender, and sexual identity) and explore how addictions impact members of this group. Focus on a population you would be most likely to serve in your area. You will likely need to locate additional scholarly articles to address the following:

- What are the implications of struggling with addiction for a member of this group? Apply multicultural principles.
- How could you incorporate client and family expertise and resilience in your work with a client from this population and his or her family to promote optimal health and wellness? Include specific support from scholarly literature.
- How could you incorporate advocacy in your work with this population at the school and community level through education? Be specific and provide support from the literature.

**Note:** This is a graded discussion question. Your instructor will grade your discussion using the Scoring Guide accessed in the Resources and your grade will appear in the courseroom gradebook. You are still responsible for posting two substantial peer responses to other learners' discussions.

## Response Guidelines

Read the posts of your peers and respond to two other learners. How was their approach similar to and different from yours? What could you share with them based on your approach to this case?

### u09a1 - Assessment of an Organization

This assignment is a culmination of the work you began in Unit 4, when you were called on to select an organization in your community that provides addiction services to one or more diverse populations (for example, a community mental health clinic, hospital, or addiction treatment center) and arrange for an interview by phone or in person. Having collected information in order to assess the role of the organization and its staff in prevention, education, consultation, intervention, and advocacy, and if the agency itself reflects a multicultural environment, it is now time to gather your findings and create your paper.

Address the following in a 5–8 page paper, referring to the data you gather in the interview, your text and course readings, and at least two peer-reviewed articles:

- Describe the organization, including the following:
  - The organization and the diverse populations it serves, including the cost for services. Who is eligible for services? For example, could an illegal immigrant receive services? Someone without health insurance? Is it accessible to public transportation?
  - The organization's role in prevention with respect to addiction and the diverse populations it serves. For example, does the organization provide public service announcements, screenings for substance abuse, or gambling, et cetera?
  - The organization's role in education on addiction and wellness and the diverse populations it serves. For example, does the organization provide education for clients? To community organizations? To the general public? And if so, in what forms and which staff are responsible?
  - The organization's role with respect to intervention and the diverse populations it serves. For example, are services provided to individuals, couples, families, groups? Is the staff diverse? How do the cultural characteristics of the staff compare to those of the clients? Does the staff receive training on culturally competent practice at the organization?
  - The organization's role with respect to consultation and the diverse populations it serves. For example, does the staff offer consultation services to other professionals in the community, such as medical personnel, law enforcement, school personnel?
  - The organization's role with respect to advocacy for the diverse populations it serves. For example, do the staff or organization advocate for diverse populations relative to addiction issues at the community level? At the national level? With respect to public policy?
- Identify and discuss a public policy relevant to this organization and population.
- Consider the basic principles of social justice and the ways in which agencies demonstrate cultural competence presented in Chapter 4 of the Sue and Sue text.
  - How well does the organization you researched manifest cultural competence?
  - Where would you place this organization on the continuum of cultural competence?
- Imagine you are hired by this organization upon graduation.
  - What would you see as your role in advocating for and enhancing the cultural proficiency of the organization?
  - What two or three changes with respect to the cultural competence of the organization would you most want to see and why?

#### Course Resources

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[\*Counseling the Culturally Diverse\*](#)

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[Library Guide ADD5336: Research in Addiction Studies](#)

## Unit 10 >> Building Our Collective Knowledge Base and Next Steps

### Introduction

This unit will offer an opportunity to reflect on the readings, activities, and courageous conversations that we have engaged in this quarter. Throughout the course, we have been introduced to and challenged to apply the principles of multicultural counseling and therapy, and to consider our role as advocates at the community level and in the public arena. As we move forward in our training and specializations, we will continue to be called upon to cultivate the awareness, knowledge, and skills practiced here in new and more advanced ways.

Before parting, we will take one last opportunity to benefit from the diverse perspectives each of us has brought forward. We will be asked to share new knowledge and insights. We will also consider our next steps on the journey to cultural competence.

### Learning Activities

#### u10s1 - Studies

## Readings

Use the Capella University Library to complete the following:

- Pedersen, P. B., Crethar, H. C., & Carlson, J. (2008). Conclusion: Developing multicultural awareness, knowledge, and skill. In P. B. Pedersen, H. C. Crethar, & J. Carlson (Eds.), *Inclusive cultural empathy: Making relationships central in counseling and psychotherapy* (1st ed., pp. 223–241). Washington, DC: American Psychological Association.
- Sue, D. W., & Torino, G. C. (2004). Racial-cultural competence: Awareness, knowledge, and skills. In R. T. Carter (Ed.), *Handbook of racial-cultural psychology and counseling, volume 2: Training and practice* (pp. 3–18). Hoboken, NJ: Wiley.

## Multimedia

- View Dr. Sue and Dr. Kiselica: Developing a Greater Sense of Cultural Competence to view the development of cultural competency through an experiential approach and to understand that "an academic setting alone is not enough."
- View the Advocacy and the Counseling Profession presentation to hear Dr. Michael D'Andrea's perspectives on advocacy and the counseling profession.

### u10d1 - Advocacy With Diverse Populations

As this course wraps up, take some time to reflect on what you have learned about cultural competency and social justice advocacy. Referencing the multicultural counseling and advocacy competencies introduced in Unit 1, the study activities in this unit, and the readings throughout the course:

- Articulate your role as an addiction professional in developing cultural self-awareness and discuss your gains in self-awareness as a result of this course. Include one example of a gain in your self-awareness at each of the levels of the tripartite model of personal identity: individual, group, and universal.
- Articulate your role as an addiction professional in becoming familiar with the characteristics and concerns of diverse populations and integrating culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body, and provide an example of a culturally supported behavior you would integrate into your counseling practice.
- Articulate your role in promoting cultural social justice, advocacy, and conflict resolution, and provide an example of advocacy for a client at the individual, community, and national level.
- Discuss your goals with respect to continuing your journey to cultural competence and identify at least three steps you will take in the next year toward achieving these goals.

**Note:** This is a graded discussion question. Your instructor will grade your discussion using the Scoring Checklist linked in the Resources and your grade will appear in the courseroom gradebook. You are still responsible for posting two substantial peer responses to other learners' discussions.

## Response Guidelines

Based on your dialogues, the knowledge you have developed of one another, and the responses of two peers, suggest an additional next step they may take in enhancing their cultural competence.