I. ASCRC General Education Form (revised 2/8/13)
Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses.
Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
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<tr>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
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<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences w/ lab</td>
<td>w/out lab</td>
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<tr>
<td>VI: Historical &amp; Cultural Studies</td>
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*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>LINDA EAGLEHEART THOMAS</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>406.243.7906</td>
<td></td>
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</tr>
<tr>
<td>Program Chair</td>
<td>Cathy Corr</td>
<td>Cathy Corr</td>
<td>9/21/2013</td>
</tr>
<tr>
<td>Dean</td>
<td>Barry Good/Lynn Stocking</td>
<td>Lynn C. Stocking</td>
<td>9/26/2013</td>
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III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
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<tr>
<td>Reason for Gen Ed inclusion, change or deletion</td>
<td>Required course in an AA with a pathway in Chemical Addiction Studies, by State of Montana, and satisfies the GEN ED</td>
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<tr>
<td>Description of change</td>
<td>Change to CAS140X</td>
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**IV. Description and purpose of the general education course:** General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

[http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx](http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx)

This course is foundation and introductory providing an introduction to diversity from a much broader perspective than just race and ethnicity, exploring a broad spectrum of cultural and diversity issues and their impact on client–counselor relationship. Students will be exposed to the fundamentals substance abusing and dependent individuals from the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of alcohol/drug problems and the relationship to multicultural competency. Students taking this course will review the unique variables of onset, prevention, treatment and recovery of addiction within diverse populations, focusing on application of culturally sensitive social intervention strategies. In addition, commonly encountered cultural obstacles to traditional chemical dependency counseling are examined from historical perspectives. Suggestions about how to culturally enrich existing counseling and other human services are emphasized as well as when to refer to alternative culturally specific services will also be introduced to the students. The text and readings provide information about dominant cultural beliefs and values in the United States as well as the history of specific diverse populations.

**V. Criteria:** Briefly explain how this course meets the criteria for the group. See:

[http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)
Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the use of comparative approaches.

Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous.

Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

1. Students will examine the values, histories and institutions of a variety of diverse populations including, Native American, Latino, People of African Descent, Asian American, Able-Bodied, GLBT individuals, and the intersection with other identities such as Religion/spirituality, Social Economic Status, Gender and Class.

2. This course does examine indigenous people and the historical trauma related to the use and misuse of drugs and alcohol. Additionally, it examines the People of African descent who are in America and compares their history to those of the Native American populations as well as the Asian American and Latino/Hispanic populations. Examination of the importance of family, value systems and religion is also discussed as is the world view of the perspective groups including Collectivism versus Individualism.

3. This Global perspective course examines histories of several multicultural/ethnic peoples, and compares the value systems, substance use problems within the populations, and then examines the intersection of Gender, religion, and social economic status as related to problems of addiction.

VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
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Successful completion of course objectives and educational outcomes are evidenced by demonstrated appropriate knowledge, skill and behaviors in class discussions and applied exercises, as well as homework/discussion board assignments and quizzes & exams. In successfully completing this course, students will be able to:

1. Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations

2. Define the specific core issues, challenges and factors associated with each group.

3. Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions;

4. Discuss issues sometimes noted as 'resistance to treatment' in a manner that demonstrates cultural awareness (i.e., verbal and nonverbal behaviors, barriers to treatment, etc.);

5. Students will identify their own culture and values, and assess how one's own identity contrasts and interacts with those different from one's self;

6. Understand the process of becoming culturally competent and identify areas of needed personal growth;

7. Identify and assume an informed position in addiction counseling regarding selected ethical dilemmas and legal issues that challenge clients and families who are struggling with substance abuse.

8. Discuss appropriate social intervention strategies that are evidence based and culturally relevant for each group studied.
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Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous.

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7. Identify and assume an informed position in addiction counseling regarding selected ethical dilemmas and legal issues that challenge clients and families who are struggling with substance abuse.

8. Discuss appropriate social intervention strategies that are evidence based and culturally relevant for each group studied.
VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

MISSOULA COLLEGE
FALL 2013
CAS 140 Addictions & Diversity
M-W-F @ 10-11 am.
PROFESSOR: Linda EagleHeart-Thomas, Ph.D. aka Dr.E

CONTACT INFORMATION

☐ Office: Missoula College, HB02
☐ Phone: 243-7906 or 243-7824
☐ Office Hours:
  - Monday 11:15-12:30
  - By appointment

☐ Email: linda.eagleheart@msou.mtu.edu
  - Please email from your student account (i.e. uncommonly).
  - Email is the BEST way to reach me.
  - In the subject line of every email, please state your class and purpose; Ex: Psyx 100, Sec 50, Exam 1 question.
  - If you do NOT follow the above format, there may be a delay in my response and I may reply asking you to include this information before responding to your direct query. My personal commitment is to respond to my students’ emails within 24 hours (no later than 36) when I receive them Mon – Fri. There may be delays when emails are received on weekends.

Textbooks and Readings

Required Texts:

Required Readings: Journal articles and web-based reading assignments will also be required throughout the course of the semester posted in the SHARED Documents.
Recommended Texts: The following texts are suggested, although not required for this course, if you are planning to practice with a very diverse population. They will serve as resources for you.


Course Description:
This course provides an introduction to diversity from a much broader perspective than just race and ethnicity, exploring a broad spectrum of cultural and diversity issues and their impact on the client-counselor relationship. Students will be exposed to the fundamentals of cross-cultural counseling of substance abusing and dependent individuals from the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of alcohol/drug problems. Students taking this course will review the unique variables of onset, prevention, treatment and recovery of addiction within diverse populations, focusing on application of culturally sensitive social intervention strategies. In addition, commonly encountered cultural obstacles to traditional chemical dependency counseling are examined. Suggestions about how to culturally enrich existing counseling services and when to refer to alternative culturally specific treatment programs will also be introduced to the students. The text and readings provide information about dominant cultural beliefs and values in the United States and discuss how their nearly wholesale acceptance as "normal" and "better" can perpetuate feelings of inadequacy, shame, confusion, and distrust for many among diverse populations.

Course Objectives/Educational Outcomes:
Successful completion of course objectives and educational outcomes are evidenced by demonstrated appropriate knowledge, skill and behaviors in class discussions and applied exercises, as well as homework/discussion board assignments and quizzes & exams. In successfully completing this course, students will be able to:

9. Identify the social, political, cultural and environmental influence on the use and misuse of alcohol, tobacco, and other substances in distinct populations

10. Define the specific core issues, challenges and factors associated with each group,

11. Understand the myths, stereotypes, and stigma associated with each group and its implications for the recovery process and culturally sensitive interventions;

12. Discuss issues sometimes noted as ‘resistance to treatment’ in a manner that demonstrates cultural awareness (i.e., verbal and nonverbal behaviors, barriers to treatment, etc.);

13. Identify their own culture and values, and assess how one’s own identity contrasts and interacts
with those different from one’s self;

14. Understand the process of becoming culturally competent and identify areas of needed personal growth;

15. Identify and assume an informed position in addiction counseling regarding selected ethical dilemmas and legal issues that challenge clients and families who are struggling with substance abuse.

16. Discuss appropriate social intervention strategies that are evidence based and culturally relevant for each group studied.

ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES:

➔ Your grade in this class is weighted on the following scale:

* Applied Assignments 50%
* 5 Quizzes 35%
* Participation 15%

100%

Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

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<th>A</th>
<th>B</th>
<th>C</th>
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<tr>
<td>93-100%</td>
<td>73-76%</td>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>90-92%</td>
<td>67-69%</td>
<td>63-66%</td>
<td>D+</td>
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<tr>
<td>87-89%</td>
<td>63-66%</td>
<td>60-62%</td>
<td>D-</td>
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<tr>
<td>83-85%</td>
<td>77-79%</td>
<td>C+</td>
<td>&lt; 60%</td>
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If an assignment is deleted [which is my option], then the total will be adjusted accordingly.

Quizzes & Applied Assignments: There will be 5 quizzes during the quarter. The quizzes will account for 35% of your grade. Each quiz will be a multiple choice or short answer material covered in the previous 3 weeks. You will have several applied written assignments which will account for 50% of your grade.

Participation Points (Pp) Attendance and participation will be documented through will account for 20% of your grade.

- Your participation grade consists of random attendance checks, as well as individual and group work. The dates of the random attendance checks and in-class work are purposely NOT listed on your Course Calendar.
- Your first assignment for participation points is the “Syllabus Contract,” which is worth 5 points. See page 5 of your syllabus for the Syllabus Contract.
  - It is due Monday, 09/09, at the beginning of class (10:10pm).

Assignment Format: All written assignments will be typed, 12 pt. font, one-inch margins, double spaced, and meeting specified length requirements, using APA format for citation and reference page. A successful assignment is submitted on time, written clearly, contains few or
no grammatical or spelling errors, addresses all required components, utilizes assigned reading
and in-class discussions, and demonstrates independent thinking and effort on the part of the
student. Questions regarding assignments must be addressed prior to the due date. It is the
student’s responsibility to obtain assignment details discussed in class.
Withdrawals: The university policy on class withdrawals applies to this course and dates of
those deadlines can be found in the class schedule. Hopefully, this will not be an issue.
Respect in Class: During the course of the semester we will engage in discussions about public
issues, personal opinions, thoughts and experiences. The policy for this course is that all
students exhibit respect and civility and allow for the expression of differing opinions. Civil,
respectful and productive interaction and active participation is expected.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

⇒ The University of Montana assures equal access to instruction through collaboration
between students with disabilities, instructors, and Disability Services for Students
(DSS). If you think you may have a disability adversely affecting your academic
performance, and you have not already registered with DSS, please contact DSS.
− Missoula College students: Contact Paul Kozlowitz at 406.243.7931

406.243.7931 FREE or via email, Paul.

− Mountain campus students: Contact DSS at (406) 243-2243 FREE or via email, DSS.

⇒ I will work with you and DSS to provide reasonable modifications. “Reasonable” means
the University permits no fundamental alterations of academic standards or retroactive
modifications. For more information, please consult DSS.

LATE and MAKE-UP WORK POLICY

I DO NOT ACCEPT LATE or MAKE-UP WORK.

***HOWEVER, UNIVERSITY POLICY allows for me to make 3 exceptions to this
policy, which include:

☐ when the student is participating in a university-sanctioned athletic event
☐ when the student has a prolonged or severe illness
☐ when the student has experienced a death in his or her family.

☐ If you miss an assignment, exam or participation points due to one of these
exceptions, valid documentation MUST be provided in order to make it up.

☐ “Valid documentation” includes a note from the university confirming your
participation in a university-sanctioned athletic event in situation #1 above; a note
from your physician or mental health professional in situation #2 above; and in the
case of situation #3, please contact me via email a.s.a.p. to discuss appropriate
documentation.

☐ You have 48 hours after the missed assignment’s due date to notify me so that we
can arrange for you to make-up the work.

☐ Thus, do NOT wait weeks after your excused absence to inform me that you missed
an assignment and need to make up the work.

− Please be aware, I strictly enforce this policy and WILL REQUIRE
VI. STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)
The Student Conduct Code, which can be found here, Code of Conduct, will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any exam, assignment or discussion with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all ASSIGNMENTS and PAPERS must be completed INDEPENDENTLY, unless otherwise stated in the instructions (e.g. group projects) or when students seek services from the Writing Center or tutoring, etc.... ALL EXAMS MUST ALSO BE COMPLETED INDEPENDENTLY, unless accommodations have been approved by your instructor. Plagiarism or cheating will result in FAILURE (that is, a zero or an "F") on the exam, assignment, or discussion, at minimum, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask me, visit the Writing Center at the Mountain campus (Liberal Arts 144, 243-2266, Writing Center), the Mansfield Library (243-6866; Library), or at the Missoula College campus (i.e. Academic Support Center; 243-7826).

VII. COURSE CALENDAR: Please see attached, or the "Course Calendar" button in Moodle. This calendar is tentative depending on availability of guest speakers,

COURSE CHANGES: The instructor reserves the right to make changes to course requirements, assignments, the schedule, etc. Any such changes will be announced in announcements in a reasonable time. Students not checking their announcements regularly may miss changes as I will not be notifying you by email. Students are responsible for these announcements. So make sure that you check your email and announcements at least daily.

SYLLABUS CONTRACT: CAS140, Sec 01C, FALL 2013
(Instructor’s Copy)

Expectations are very clear in this syllabus. It is each student’s responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, you are strongly encouraged to contact your instructor immediately.

Once you have read your CAS140 syllabus, please sign below to indicate that you have read and understand the syllabus. This acts as a sort of "contract" between me and you, letting me know that you are ready to begin and understand the requirements of the course so you may be successful. For example, your signature below implies that you have taken note of all important due dates and times; you understand what is required, including quizzes, applied assignments, and random participation points; and, you are responsible for any changes to the course calendar.

This top portion of the contract is for your records. Please sign below and submit to the class by MONDAY, Sept 9th, 10:10. This contract is worth 5 participation points.

Printed Name
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>REQUIRED READING BY THIS DATE</th>
<th>ASSIGNMNT DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>Evolution of Multicultural Counseling- Historical overview&lt;br&gt;Multiple Identities Defined&lt;br&gt;Understanding Diversity</td>
<td>1. Ch. 1 Loue, Sana&lt;br&gt;2. Ch. 1 Robinson&lt;br&gt;3. Online Lecture&lt;br&gt;4. readings as assigned</td>
<td>Participation Experience work Due in Class</td>
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<tr>
<td>2</td>
<td>Multicultural Competencies &amp; Guidelines&lt;br&gt;A conceptual Approach to counseling across cultures-&lt;br&gt;Multicultural Skills Check List&lt;br&gt;Applied Assignment #1-Cross Section Interview Due Week 09/23 in class</td>
<td>1. NO Loue This week&lt;br&gt;2. Ch.2 Robinson&lt;br&gt;3. ACA Guidelines&lt;br&gt;4. Structured Direct</td>
<td>Ranking testing competencies CLASS 09/23&lt;br&gt;Applied Assignment #1-Cross Section Interview Due Week 09/23 in class</td>
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<td>3</td>
<td>Stated Identities&lt;br&gt;Assumptions of Hierarchical Socialization Patterns&lt;br&gt;Extend Cultural Understanding beyond Race and ethnicity&lt;br&gt;Cultural Identity: Understanding the Development &amp; Integration of its multiple dimensions</td>
<td>1. LOUE Chap 2/Chapt 3&lt;br&gt;2. Ch.3 [Robinson]&lt;br&gt;3. Readings as assigned&lt;br&gt;4. Supplement Lecture</td>
<td>Applied Assignment #1-Cross Section Interview Due Week 09/23 in class</td>
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<td>4</td>
<td>Acculturation, context, dynamics and conceptualization&lt;br&gt;World views: Individualism versus</td>
<td>1. Ch.2 [Robinson]&lt;br&gt;2. Triandias: 3 readings as assigned</td>
<td>Structured Direct</td>
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<td>WEEK 5</td>
<td>3. LOUE</td>
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<td>• Valued Cultures-Native Americans &amp; Alaskan Natives</td>
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<td>• Historical Trauma</td>
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<td>• Prevalence rates of Addictions/Suicide/comorbidity</td>
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<td>• Indigenous Models of Healing: Implications for Counseling</td>
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<tr>
<td>1. READING: Lawson</td>
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<td>2. Ch.4 [Robinson]</td>
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<td>3. Readings as assigned</td>
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<tr>
<td>4. Applied Assignment #2 - Personal Experience with Racism Family, Work, Community, Due Week 5 10/14</td>
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<tr>
<th>WEEK 6</th>
<th>5. LOUE Ch 4</th>
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<tr>
<td>• Valued Cultures-Latinos:</td>
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<tr>
<td>• Prevalence rates of Addictions/Suicide/comorbidity</td>
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<td>• Barriers to recovery</td>
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<td>• War &amp; geographical differences</td>
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<td>• Cross cultural zone of counseling</td>
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<tr>
<td>• Applied Assignment #3 Personal Interview of Latino or African or NA/Al decent. DUE WEEK 7</td>
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<tr>
<td>1. Ch. 5 [Robinson]</td>
<td></td>
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<tr>
<td>2. readings as assigned</td>
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<tr>
<td>6. Lawson</td>
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<td>7. TBA-Structured Discussion</td>
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<thead>
<tr>
<th>WEEK 7</th>
<th>1. Ch. 6 [Robinson]</th>
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<tr>
<td>• Valued Cultures-People of African Decent</td>
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<tr>
<td>• Prevalence rates of Addictions/Suicide/comorbidity</td>
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<tr>
<td>• Other SES issues</td>
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<tr>
<td>2. LOUE Ch 4-</td>
<td></td>
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<tr>
<td>3. Readings as assigned</td>
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<tr>
<td>4. # Quiz 3</td>
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<td>5. Applied Assignment</td>
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<tr>
<th>WEEK 8</th>
<th>1. Ch.7, 8 [Robinson]</th>
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<tr>
<td>• Valued Cultures-Asian Decent, Native Hawaiians, &amp; Pacific Islanders</td>
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<td>• People of the Middle East &amp; Arab Americans</td>
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<td>• Migratory patterns, Social, Psychological &amp; health issues</td>
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<td>• Orientations &amp; Values</td>
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<tr>
<td>• Applied Assignment #4 Case Study Analysis-Due Week 10</td>
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<tr>
<td>2. LOUE Ch 4</td>
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<td>3. readings as assigned</td>
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<td>4. TAKEHOME-Midterm Due Week 7 10/28</td>
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<tr>
<th>WEEK 9</th>
<th>LOUE</th>
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<tbody>
<tr>
<td>• Conversation about RACE</td>
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<td>• Origins</td>
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<td>• Identity development among the valued groups</td>
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<td>• Implication for Counselors</td>
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<td>• Impact of culture on the consultation</td>
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<td>1. Ch 9 [Robinson]</td>
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<tr>
<td>2. readings as assigned</td>
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<table>
<thead>
<tr>
<th>WEEK 10</th>
<th>1. Ch.10</th>
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<tr>
<td>• Biracial &amp; Multicultural Identities</td>
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<td>2. Applied Assignment Analysis - Due Week 1</td>
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| WEEK 11 | **Impact of Identity Loss**  
|         | Substance abuse and other Addictions  
|         | Depression  
|         | [Robinson]  
|         | 2. Loue  
|         | 1. Ch. 11, 15  
|         | [Robinson]  
|         | 2. LOUE CH 5.  
|         | 3. readings as assigned  
|         | 4. Lawson  

**WEEK 12**  
- Gender Definitions  
- Variables contributing to disorders  
- Anorexia, Bulimia, drug use  
- Suicide rates  

1. Ch 13, 14  
[Robinson]  
2. LOUE ch 5.  
3. readings as assigned  

# Quiz 4  
Applied Assignment #2 - Due Week 13  

**WEEK 13**  
- Converging Sexuality & Disability  
- The social construct of Manhood  
- Beauty, Perfection and the Able body  
- The Connect with addictions: Food disorders, OCD comorbidity  

1. Ch. 17  
[Robinson]  
2. Loue  
3. readings as assigned  

Class Discussion  
Case Study: Examine a empathy of counselor it  
Discuss need to Refer c  

**WEEK 14**  
- Multicultural Ethical Perspectives  
- Process of empowerment  
- Spirituality considerations  
- Spirituality, therapy & discussion of referral  

1. Ch. 12;  
[Robinson]  
2. LOUE  
3. readings as assigned  

Quiz #5  
Applied Assignment # Bias - Due Week 14  

**WEEK 15**  
WRAP UP

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.