

COURSE NAME: Human Services 110

FACULTY NAME: Alexandria "Lexy" Conrad

DATE SUBMITTED: 7.2.24

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSITIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus	<p>Class Housekeeping: lists class expectations and discusses safe environment for important/sensitive dialogue.</p> <p>Housekeeping:</p> <ul style="list-style-type: none">▶ Be responsible, realistic, and optimistic▶ Be respectful, supportive, and courteous of your fellow peers, instructor, and boundaries.▶ Stay organized and exercise good time-management▶ Communicate often▶ Give this course your best effort (including assignments and class participation)▶ Check work and recheck.▶ Be open and receptive to challenges and feedback▶ Do not have side conversations in the middle of lecture or discussion, save them for later▶ Please refrain from eating in the classroom, bags/chewing/rustling can be distracting▶ Be mindful of your time and mine	<p>Add more specific wording surrounding respecting different cultures, groups, and diverse opinions and perspectives.</p> <ul style="list-style-type: none">▶ Be responsible, realistic, and optimistic▶ Be respectful, supportive, and courteous of your fellow peers, instructor, and boundaries.▶ Honor different opinions and experiences that are different from your own.▶ Agree to disagree▶ Discussions will maintain healthy dialogue and will be freely expressed, in a manner that is not hurtful/harmful to others, and without fear of discrimination or retaliation.▶ Stay organized and exercise good time-management▶ Communicate often▶ Give this course your best effort (including assignments and class participation)▶ Check work and recheck.▶ Be open and receptive to	<p>Inclusion of having everyone's voice heard and respected, without fear of isolation or retaliation.</p>

		<p>challenges and feedback</p> <ul style="list-style-type: none"> ▶ Do not have side conversations in the middle of lecture or discussion, save them for later ▶ Please refrain from eating in the classroom, bags/chewing/rustling can be distracting ▶ Be mindful of your time and mine 	
RESOURCES USED and where to find more information: https://guides.library.pdx.edu/c.php?g=527355&p=3605354			
Course Units	N/A		
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	Becoming a Helper	<p>Becoming a Helper</p> <p>Added readings and videos for class discussions (Media articles and scholarly journals) See below "instructional methods" for attached reading and video links</p>	<p>Chinese</p> <p>African American</p> <p>Indigenous</p> <p>Minorities/underserved groups</p> <p>Disabled individuals</p> <p>Late Adulthood age groups</p> <p>LGBTQ+</p>
RESOURCES USED and where to find more information:			
Instructional Methods			
RESOURCES USED and where to find more information:			
Assignments	<p>2 written papers</p> <p>4 Quizzes</p>		<p>Mental illness</p> <p>Minority cultures</p> <p>LGBTQ+</p> <p>Indigenous communities</p>

			Collectivistic/Individualistic cultures
RESOURCES USED and where to find more information:			
Activities	<p>Complete textbook surveys</p> <p>Lecture Discussion Questions</p>	<p>Lecture discussion question</p> <p>Activities:</p> <ul style="list-style-type: none"> • Exploring Drug Schedules and AOD Case Studies • Comprehensive Exploration of Addiction Treatment Models • Exploring Stereotypes and Biases Against Substance Use Disorder • Assign students a drug classification for them to research questions using the fentanyl resource. • Models of Addiction • Importance of Cultural Adaptation in Substance Abuse Treatment • Confidentiality and Ethics • Addicts in Healthcare • Motivational Interviewing and Brief Interventions • Co-occurring Disorders and Other Special Populations • Highlighting Relapse Prevention Approaches for Different Groups 	<p>Inclusion of all students</p> <p>Apply curriculum learned to scenarios and analyze information in groups.</p>
RESOURCES USED and where to find more information:			
	<ul style="list-style-type: none"> • Fentanyl resources • drug classification • Culture and motivational interviewing 		
Instructional Methods	<p>Lecture and Power Point</p> <p>Video</p> <p>Lecture</p> <p>Class Activities</p>	<p>Lecture and Power Point: Adding in pictures that represent different cultures, groups, minorities, professions and more up to date depictions</p> <ul style="list-style-type: none"> • Fentanyl resources • drug classification • Culture and motivational interviewing 	<p>Aims to reach all cultures and groups, from race, age and disability to minority children and gender minorities.</p> <p>This also is intended to make material more interactive and reach more students to help them personally relate to information.</p>

		<ul style="list-style-type: none"> • <u>Cultural Models of Substance Use Risk and Attributed Stigma: A Comparison of Young Adults in Brazil and the United States</u> • <u>Culturally Adapted Approaches in Substance Use Disorder Treatment: Serving Under-Resourced Populations</u> • <u>Does Cultural Adaptation Have a Role in Substance Abuse Treatment?</u> • <u>Racial and Ethnic Disparities in Diagnosis and Treatment: A Review of the Evidence and a Consideration fo Causes</u> • <u>Becoming Multicultural: Using The Power of the Transtheoretical Model of Change</u> • <u>Cultural Considerations in Addiction Treatment</u> • <u>Cultural interventions to treat addictions in Indigenous populations: findings from a scoping study</u> • <u>Culturally Responsive, Trauma Informed and Evidence-Based approaches for supporting adolescents with substance use disorders (SUD) in schools</u> • <u>Drug Cultures and the Culture of Recovery.</u> • <u>Culture and Substance Abuse: Impact Culture Affects Approach to Treatment</u> • <u>Delivering Culturally Responsive Prevention Services</u> <p>Video:</p> <p><u>The Power of Addiction and The Addiction of Power: Gabor Maté at TEDxRio+20</u></p> <ul style="list-style-type: none"> • <u>Benzo Dope and Tranq: The Next Wave of the Overdose Crisis</u> • <u>Everything you think you know about addiction is wrong Johann Hari TED</u> • <u>You're Doing It Wrong: The evolution of cultural competence Raquel Martin TEDxRutgersCamden.</u> • <u>Common Dilemmas in the Ethical Treatment of Inpatients with Substance Use Disorders</u> 	
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<p>RESOURCES USED and where to find more information:</p> <p>Activity:</p> <ul style="list-style-type: none"> • Fentanyl resources • drug classification • Culture and motivational interviewing <p>Videos:</p> <ul style="list-style-type: none"> • Benzo Dope and Tranq: The Next Wave of the Overdose Crisis • Everything you think you know about addiction is wrong Johann Hari TED • You're Doing It Wrong: The evolution of cultural competence Raquel Martin TEDxRutgersCamden • Common Dilemmas in the Ethical Treatment of Inpatients with Substance Use Disorders <p>Articles:</p> <ul style="list-style-type: none"> • Cultural Models of Substance Use Risk and Attributed Stigma: A Comparison of Young Adults in Brazil and the United States • Culturally Adapted Approaches in Substance Use Disorder Treatment: Serving Under-Resourced Populations • Does Cultural Adaptation Have a Role in Substance Abuse Treatment? • Racial and Ethnic Disparities in Diagnosis and Treatment: A Review of the Evidence and a Consideration fo Causes • Becoming Multicultural: Using The Power of the Transtheoretical Model of Change • Cultural Considerations in Addiction Treatment • Cultural interventions to treat addictions in Indigenous populations: findings from a scoping study • Culturally Responsive, Trauma Informed and Evidence-Based approaches for supporting adolescents with substance use disorders (SUD) in schools 			

- [Drug Cultures and the Culture of Recovery.](#)
- [Culture and Substance Abuse: Impact Culture Affects Approach to Treatment](#)
- [Delivering Culturally Responsive Prevention Services](#)

Classroom Environment

Maintain a safe comfortable classroom environment that encourages healthy dialogue and learning.

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Specify a safe, non-judgmental open-door policy for students regarding all issues that may arise in class, including feeling uncomfortable with discussion or topics that are covered. This is stated in syllabus as well.

Student contract that states firmer boundaries to hold students accountable, while still offering flexibility for justifiable situations.

Welcome survey that gauges students' learning styles and their preferred methods of assessment.

Reach all students from diverse backgrounds and learning levels.

Set expectations for students, providing flexibility and accountability.

RESOURCES USED and where to find more information:

Grading Policies

For discussion board posts, late work is accepted up to three days with penalty each day.

Exams are open a week prior to the due date to give adequate time. Exams are timed

For discussion board posts, late work is accepted up to ~~three~~ two days with penalty each day. This change will hold students accountable, if more time is needed, it is up to students to facilitate communication and responsibility to request more time.

Accommodate individuals with outside commitments, but with incentive to get things turned in on time and with enough time.



		<p>Students are given 1 free 'excused' pass during the semester for homework.</p> <p>Exams are open a week prior to the due date to give adequate time. Exams are timed</p> <p>Exams will no longer be timed.</p>	
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RESOURCES USED and where to find more information:

Learning Goals

RESOURCES USED and where to find more information:

*****Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:**

- Seek-out, recognize, and address bias within the curriculum components.
- Highlight representations from the cultures that reflect the students we serve.
- Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
- Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
- Highlight power dynamics, privilege, and historical oppression.
- Utilize multiple perspectives from different cultural groups.
- Seek to reach multiple learning styles / intelligences.