



<b>Course title:</b>	<b>Cultural Issues with Opioid Use /Substance Use Disorders</b>
<b>Course:</b>	SW 790 Section 016 Spring/Summer 2019
<b>Time and place:</b>	Fridays, May 17 & May 24, 2019 9AM-5PM Room 3752 SSWB
<b>Credit hours:</b>	1
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Kathryn K. Irish, L.M.S.W., C.A.A.D.C.
<b>Pronouns:</b>	She
<b>Contact info:</b>	<b>Email:</b> kairish@umich.edu <b>Phone:</b> 248.245.1771 (cell) <i>You may expect a response within 24 hours</i>
<b>Office:</b>	2764 SSWB
<b>Office hours:</b>	Spring & Summer - by appointment

## 1. Course Statement

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This course presents advanced topics in interpersonal practice. The topics may include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

### a. Course description

In this mini course, students will explore cultural issues in the assessment and treatment of Opioid Use Disorders/Substance Use Disorders. Students will examine the effect of culture on the initiation, use, and abuse of substances. Socio-cultural beliefs can shape an individual's approach and behavior regarding substance use and abuse. A special focus will be on emerging practices that support positive outcomes for diverse cultural groups in preventing OUD/SUD, accessing services, engaging and completing treatment programs related to OUD/SUD.

## 2. Class Requirements

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### a. Text and class materials

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

**All required readings will be made available online via Canvas. The May 17<sup>th</sup> readings should be completed prior to the first class.**

Readings will be central to in class activities, lectures and discussions. Although explicit connections to the readings may be made during lecture at times, as indicated and/or relevant, it may not be feasible nor good use of time to review each individual reading in a class that is condensed in such a limited timeframe.

The assumption is that all readings will have been completed prior to class, as all course material– including lectures, assignments and in class activities and discussions – require a fundamental understanding of concepts and content found within the readings.

**b. Class schedule**

Course schedule and content may be adjusted as needed; these changes will be reviewed in class. Required readings will not change. Although supplemental/additional readings may arise depending on the needs and interests of the class, these readings will be considered suggestions – and will not be required.

Date	Agenda
May 17, 2019  9:00 AM-12:00 PM	<p><b>Substance Use &amp; Culture: History of Stigma</b></p> <ol style="list-style-type: none"> <li>1. Impact of Stigma – Individual, Familial, Community &amp; Systemic</li> <li>2. Race &amp; Legislation</li> </ol> <p><b>Theoretical Models of Cultural Competence</b></p> <ol style="list-style-type: none"> <li>1. Process-Based Competence</li> <li>2. Skill-Based Competence</li> <li>3. Cultural Tailoring – Adapted EBTs</li> <li>4. Surface v. Deep Implementation</li> <li>5. Universal Definitions of Competence</li> </ol>
May 17, 2019  12:30 PM – 5:00 PM	<p><b>Racial Trauma &amp; Intergenerational Trauma How to Use Epidemiological Data</b></p> <p><b>Prevalence, Utilization, Strengths/Barriers General Community Needs (SUD/OD)</b></p> <ol style="list-style-type: none"> <li>1. Race, Language &amp; Ethnicity</li> <li>2. Caregiver status, gender &amp; sexuality</li> <li>3. Immigration, Acculturation, Age, Ability (COD), Veteran Status</li> </ol> <p><b>Sub-Culture: Art, Music, Symbols &amp; Identity</b></p>
May 24, 2019  9:00 AM – 12:00 PM	<p><b>Practice Methods: Improving Competence</b></p> <p><b>Assessment Tools for Cultural Competence in SUD/OD:</b></p> <ol style="list-style-type: none"> <li>1. <b>Self-Assessment Tools</b></li> <li>2. <i>SAMHSA Self-Assessment</i></li> <li>3. <i>6-Tier Cultural-Reflection</i></li> </ol>

	<b>4. Organizational Assessment</b>
<p>May 24, 2019</p> <p>12:30 PM – 5:00 PM</p>	<p><b>Implementing Change</b></p> <p><b>Culturally Competent SUD/ODU Interventions Cultural Adaptations &amp; Tailoring – When this is helpful; when it may be ineffective or negative</b></p> <ul style="list-style-type: none"> <li>- Culture- Specific SUD Adaptations</li> </ul> <p><b>Family &amp; Community Involvement</b></p> <p><b>Intervention for Sub-Cultural Barriers</b></p> <p><b>Special Topics:</b> Ethics – Transference, Countertransference &amp; Navigating Difficulties Arising from Cultural Difference</p> <p><b>Summary &amp; Integration</b></p>

#### Required Readings - May 17, 2019

- Abrams, L. & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45 (2). pp. 245-261
- American Psychiatric Association (2013). Cultural Formation Interview. Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. pp. 749-759. **(COMBINED PDF)**
- American Psychiatric Association (2013). Glossary of Cultural Concepts of Distress. Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition. pp. 833-837. **(COMBINED PDF)**
- Arfken, C. L., Arnetz, B. B., Fakhouri, M., Ventimiglia, M. J., & Jamil, H. (2011). Alcohol use among Arab Americans: what is the prevalence?. *Journal of immigrant and minority health*, 13(4), 713–718. doi:10.1007/s10903-011-9447-8
- Gainsbury, S. M. (2017). Cultural competence in the treatment of addictions: Theory, practice and evidence. *Clinical Psychology & Psychotherapy*, 24(4), 987–1001. <https://doi-org.proxy.lib.umich.edu/10.1002/cpp.2062>
- National Association for Social Workers (2015). Standards & indicators for cultural competence in social work practice. *National Association for Social Work*, pamphlet. retrieved via <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>
- Netherland, J., & Hansen, H. (2016). White opioids: Pharmaceutical race and the war on drugs that wasn't. *Biosocieties*, Vol. 12 (2), 217-238.

Skewes, M., Blume, A. (2019). Understanding the link between racial trauma and substance use among American Indians. *American Psychologist*, 74 (1) pp. 88-100.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Exhibit 2-6: ACA Counselor Competencies: Culturally Appropriate Intervention Strategies*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Chapter 6: Drug Cultures & The Culture of Recovery*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Language Services*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Appendix E – Cultural Formation in Diagnosis & Cultural Concepts of Distress*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Appendix F – Cultural Resources*. U.S. Department of Health and Human Services. Rockville, MD.

Wu, L.-T., Zhu, H., & Swartz, M. S. (2016). Treatment utilization among persons with opioid use disorder in the United States. *Drug and Alcohol Dependence*, 169, 117–127. <https://doi-org.proxy.lib.umich.edu/10.1016/j.drugalcdep.2016.10.015>

#### Required Readings – May 24, 2019

Goodyear, K., Haass-Koffler, C. L., & Chavanne, D. (2018). Opioid use and stigma: The role of gender, language and precipitating events. *Drug and Alcohol Dependence*, 185, 339–346. <https://doi-org.proxy.lib.umich.edu/10.1016/j.drugalcdep.2017.12.037>

Gunn, A., & Guarino, H. (2016). “Not human, dead already”: Perceptions and experiences of drug-related stigma among opioid-using young adults from the former Soviet Union living in the US. *International Journal of Drug Policy*, 38, 63–72. <https://doi-org.proxy.lib.umich.edu/10.1016/j.drugpo.2016.10.012>

Lucero Jones, R., Pena, V. C., & Nies, R. (2018). Treatment of substance use disorders in Mexican American families. *Alcoholism Treatment Quarterly*. <https://doi-org.proxy.lib.umich.edu/10.1080/07347324.2018.1494523>

Paul, T. M., Lusk, S. L., Becton, A. B., & Glade, R. (2017). Exploring the impact of substance use, culture, and trauma on American Indian adolescents. *Journal of Applied Rehabilitation Counseling*, 48(1), 31–39. Retrieved from <http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2017-15283-004&site=ehost-live&scope=site>

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Chapter 3: Culturally Responsive Evaluation & Treatment Planning*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Appendix B – Instruments to Measure Identity & Acculturation*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Appendix C – Tools for Assessing Cultural Competence*. U.S. Department of Health and Human Services. Rockville, MD.

Substance Use and Mental Health Services Administration (2014) Tip 59: Improving cultural competence. *Appendix D – Screening & Assessment Instruments*. U.S. Department of Health and Human Services. Rockville, MD.

Weigl, R. C. (2009). Intercultural competence through cultural self-study: A strategy for adult learners. *International Journal of Intercultural Relations*, 33(4), 346–360. <https://doi-org.proxy.lib.umich.edu/10.1016/j.ijintrel.2009.04.004>

Williams, I. L. (2018). Does native Hawaiian culture-based treatment deserve more funding than treatment-as-usual? *Journal of Ethnic & Cultural Diversity in Social Work: Innovation in Theory, Research & Practice*. <https://doi-org.proxy.lib.umich.edu/10.1080/15313204.2018.1555500>

## b. Assignments

Assignments will be reviewed in class and detailed instructions will be available on canvas. There will not be a letter grade assigned to this course – assignments will be graded on a credit/no credit basis.

Assignment	Due date	Percent of overall grade
Cultural Self-Reflection	May 26 <sup>th</sup> by 5:00PM Found on Canvas	100% of grade Credit/No Credit

### Cultural Self Reflection

4-6 pages

Grading: Credit/No Credit (100%)

Formatting is flexible; please use your best judgement.

(e.g. Font that is legible, reasonable size, typical margins and spacing, etc.)

For any citations, please use APA format.

#### Assignment Description:

Contextual dynamics influence how people understand themselves and how they may engage with others and the greater environment. The objective of this assignment is to facilitate reflection on your own cultural influences and the ways in which they inform individual choices, values and behavior, as

well as how cultural issues may arise within social work practice contexts. For some, cultural reflection may involve considering one's family history and/or values from one's home of origin; for others, cultural reflection can refer to other cultural or social identities that are influential. How you approach and define 'culture' for purposes of this assignment is largely up to you. While culture often refers to racial and ethnic identities which oftentimes arise within one's familial framework, *please note, it is not necessary to focus on ancestry, biological family, etc. if this information is not available, or if you are not comfortable exploring these domains.*

Exploring your culture as a function of other social identities, is often profoundly beneficial. (e.g. LGBTQIA+ cultural identity; culture based on (dis)ability, or other social identities.) **Culture can be defined in any way that is influential and/or meaningful to you.** The overarching goal is to facilitate the exploration and identification of your cultural identities and further your understanding of how to recognize culture in both yourself and in others, and to develop an awareness of how culture arises within social work practice.

**Recognizing culture and the many ways it can be expressed is foundational to the understanding of how power, privilege and oppression function across social contexts.**

**Everyone has culture.** Historically, "culture" referred to the upper-classes, or the bourgeoisie. Now, "culture" often is spoken to in conjunction with specific racial and/or ethnic minority groups. In this class, you will develop an understanding of "culture" as a multi-faceted expression of many social identities, interacting together, across many contexts. Students will practice recognizing the complexities involved in defining and expressing culture through cultural self-reflection. Critical race theory (CRT), intergenerational trauma, and the complex interactions between social identities (e.g. intersectionality) will be central to discussions about culture, and cultural identity. Through this assignment and in-class activities, meaningful consideration will be given to health as a function of culture. Students will explore how cultural issues may arise in health care contexts, and in particular, substance use treatment settings, while also developing strategies to identify cultural issues, needs, barriers and strengths.

Members of more privileged or dominant cultural groups may be less likely to be aware of/recognize the role of culture in their own lives. This "invisibleness" of culture and its impact is a barrier to culturally competent practice. One objective of this assignment is to deliberately cultivate an awareness of culture, so that it can be recognized and competently approached in social work settings. Culture can be described as the identity basis, from which our thoughts, decisions, and perspectives arise, regardless of whether or not we choose to express or embody these aspects. ***Identity and self-expression are functions of culture.*** In this assignment, students will be able to consider possible origins of their own cultural identity – from historical, individual and social-contextual perspectives. Students will develop skills to articulate individual perceptions of culture, it's meaning, narratives and values, and how these are expressed, or not expressed, in their own lives and experiences.

**Culture is not pre-determined by appearance, family context, race or spiritual beliefs.** Only you define what culture you participate in. Many people are raised in one cultural context, and as adults choose to define their own experiences differently, perhaps, outside of their traditional cultural context. This too, is an expression of culture.

**Not everyone has access to their cultural and/or familial history.** Historical circumstances including genocide, enslavement, war, institutionalization of people with mental, intellectual and physical disability, social systems for adoption and caregiving, trafficking, poverty and even just living in an geographically

isolated area, have eradicated much of the documentation (if it existed to begin with) and this point is particularly relevant in cultural self-reflections. Not having the “verifiable” information is a common experience for many of us, especially living in the United States, whose economic system is founded on the enslavement and other systematic, institutionally supported forms of oppression. It is a privilege to have knowledge of one’s history and “lineage.” Many of us do not have this type of information – and this is to be expected. The objective isn’t to develop an accurate historical record, it is to explore your understanding of your cultural identity, where it came from, how it is expressed and the ways in which it may influence your professional endeavors within the field of social work.

**It is not necessary to disclose any information that you are not comfortable sharing.** You do not need to have relationships with and/or knowledge of biological and/or adoptive family members to engage in this exploration. Culture and family mean different things to each individual. You can define culture and community however is best/most applicable to you. (e.g. It is possible to reflect meaningfully on broad-scope subject matter. Some may elect to choose a religious or general social identity, for example, in lieu of racial and/or ethnic identities; some may choose to describe all three, or something else entirely.) How you define culture is open to interpretation. If you have questions about this, or would like additional support, please contact me as early in the process as possible and I am happy to assist.

The objective of the assignment is to exercise productive introspection to aid professional growth and development as a social worker; as such the subject matter is flexible. For some, this may involve a higher level of disclosure, and others may prefer to reflect deeply on more general surface-level experiences and/or content. **Depth is assessed as a function of reflection – not in terms of content.**

**Information shared in assignments and in class is treated with confidentiality.** I respect the privacy of my students and value the interpersonal trust involved in sharing and self-reflecting. My hope is that students will also treat information shared by peers in class with the same level of respect and confidence.

**IMPORTANT NOTE:** This assignment is about your individual interpretation of your culture, and how this is uniquely expressed within your own life. **You are not a spokesperson for your cultural group. The intended audience is yourself.** (This reflection is meant as a means to practice articulating your cultural identities, noticing how they may be expressed, and to collect meaningful insight that is specifically applicable to each person writing the reflection. In other words, you are articulating your culture, its expression and meaning *for yourself*, as a reflective exercise and not to define your community for other people to understand.) So, when responding to questions about “your cultural community” the expectation is **NOT** that you are to become a “spokesperson” – it is a prompt designed for you to articulate your personal experience and/or individual understanding, and/or observations rooted in your own experience.

### **Additional Support**

Part of becoming a social work practitioner involves developing self-care and resiliency skills in order to navigate through circumstances which may be personally and/or professionally challenging. Culture and identity are often highly personal topics which hold potential to bring up many different feelings and responses – if you are struggling, either in this class or in any other context, please know that additional support is available to you through U-M Counseling and Psychological Services (CAPS). Information on how to access services through CAPS is found within the syllabus. The SSW Office of Student Services (OSS) can also assist.

## **LEARNING OBJECTIVES**

Self-awareness and high levels of reflective functioning are critical components to understanding social justice concepts and applying them effectively in social work practice. This is especially true in healthcare and clinical contents.

The purpose of this assignment is to facilitate a deeper understanding of 'culture' and the many ways culture can be expressed, through self-reflection.

### **Akin to Weigl (2009)\*, cultural self-reflection is designed to help social work students:**

- Develop a personal understanding of culture by improving self-awareness of how one's own culture is embedded in everyday functioning.
  - o Develop awareness of how decisions, thoughts, beliefs and expectations exist in relation to one's own culture.
  - o Understanding the influence culture has in one's own life may help learners apply terms and concepts more sensitively and accurately in practice.
  - o Understanding one's own culture may facilitate interest and openness to learning and understanding more about other cultures.
  - o Develop skills to recognize one's own cultural influences and be able to set them aside, as indicated in order to more fully engage in other cultural contexts.
  - o Improve ability to recognize bias in oneself – bias (conscious and unconscious) and values alike shape learning; they determine the kinds of questions that a person asks and how they go about answering them. Through reflection one can better understand how spontaneous responses may reflect values or bias.
    - Through reflection, incongruity between responses and values (e.g. such as bias) can rise to one's awareness and precipitate change.

\*Weigl, R. C. (2009). Intercultural competence through cultural self-study: A strategy for adult learners. *International Journal of Intercultural Relations*, 33(4), 346–360. <https://doi-org.proxy.lib.umich.edu/10.1016/j.ijintrel.2009.04.004>

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## **-----ASSIGNMENT DESCRIPTION -----**

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***\*NOTE: The questions below are prompts. It is not necessary to respond to each question individually. Please use the questions as suggested prompts to guide your reflection.***

### **1. IDENTITIES/CULTURAL CLASSIFICATION GROUPS:**

*Identify cultural domains most relevant to your cultural identity. (There may be several! You may choose to explore as many as you would like, and/or intersectional relationships across identities.)*

***This category exists to help you organize your thoughts and how you can best express your understanding in response to the prompts. A list and/or bullet points is fine for this category.***

### **2. HISTORICAL CONTEXT/ORIGIN STORIES** *Are you aware of the history behind each of these cultural and/or familial identities in your cultural context? Does your culture have the privilege of having a narrative at all? If so, what are the most important aspects of this narrative? What is the historical origin*



*story for each of these identities? (Consider migration history, acculturation, immigration, SES & livelihood (types of trades, or social class) How did you learn about your cultural narrative, and what did it mean to you then? What does it mean to you now? What are some of the summary values you can extract from these stories?*

**a) Family/Generational Cultural Stories**

What stories or historical narratives were communicated to you about your culture? (e.g. narratives passed down about cultural history, such as special events, origins, immigration/migration, and/or other remarkable circumstances, etc.) Are there themes to these narratives? Do you think any themes reflect larger values of your cultural group? Why do you think these narratives have retained importance over time? Do they have special meaning to you and your individual expression of culture, or cultural identity?

**b) Expression of Culture**

How was culture expressed by family members? Do you think historical context as influenced vocational, behavioral and/or other approaches aspects of your cultural identity as a whole? Has this influenced your behavior, perspectives or vocational choices as an individual? Is your cultural expression similar to traditional cultural expressions; does your expression of culture differ?

**c) Beliefs/Values/Worldviews**

What beliefs or values are important to your culture? Is there a particular “way of thinking/doing/be-ing” that can be described? Are there traditional beliefs and values that are defined within your cultural community? How are they defined? (e.g. religious text, allegories/stories, traditional events, etc.) Perhaps beliefs and values are inferred by other behavior and relationships. How have these beliefs and values influenced those which you hold today? Would you say they are similar, or do they differ in some ways?

**d) Physical Expression & Communication Style**

Are there physical expressions of culture you can identify? (e.g. a way of dress, hair styling, jewelry, etc.) Are these expressions, such as special clothing or dress – exclusive to special events, or are they basically the same on a day-to-day level? How would you describe the kinesthetic style – physical movements, such as body language, expressive gestures, etc. Example: Are physical movements generally fast-paced or more methodical? Are hand gestures used? When and how? Is speech more likely to be soft or loud? Rapid or slow and deliberate? Are ideas and thoughts communicated linearly or logically, or more creatively, or spontaneously? What does emotional expression look like – happy, angry, sadness, etc.? Note: There is likely to be significant variability here; if you aren’t sure consider your own expression of this, or how in your experience in your own cultural context, how these aspects seem to appear.

**3. INTERPERSONAL RELATIONSHIPS**

**a) Interpersonal Relationships**

Consider family structure e.g. marriage, who cares for children, how family is defined, etc. What are the dynamics in a typical family context? Is this similar to your experience? What is the ideal way to treat other people in your culture? How do members of your culture typically respond when others deviate from this? (e.g. What are the common expectations for relationships? Are there any common ‘deal-breakers’ in marriages, families or friendships? How is divorce viewed?) How are values expressed in relationships? Are there expectations about what a “good” relationship looks like vs. a “bad”

relationship? (family relationship, marital relationship, parent-child relationship, friendships, and/or community relationships)

**b) Power & Authority**

How do power and authority show up? Consider things like a culturally 'typical' family structure, moral/religious institutions, gender and/or family roles and responsibilities. Who makes the rules? How are rules communicated and what happens when they are not followed? What about power and authority within the broader cultural community? (e.g. Are there defined community leaders? Who are the leaders and how did they acquire this social position?) What are the characteristics of typical "leaders" in your cultural context? How do leaders express power/authority? How are decisions made, and who makes them? (e.g. collective v. individual) How flexible are these power structures? (e.g. Do they ever change, and allow power to be deferred to another – or do they remain stable/static?)

**4. CULTURE IN A COMMUNITY CONTEXT**

**a) In-Group Interactions**

Are members of your cultural group likely to interact? How frequently? (e.g. every day, only during special events, etc.) How do members of your culture interact with one another in general? Are there internal strata/categories/divisions within your culture? How would you characterize these?

**b) Out-Group Interactions**

How do members of your culture engage with people outside their culture? (e.g. Trust v. Mistrust) How frequent do you interact with people from cultures outside of your own? Are these interactions similar or different from in-group interactions?

**c) Customs & Traditions**

What are some interpersonal customs and/or traditions? Consider holidays, or gatherings for special events. What takes place? Is there a pretty specific traditional series of events that occur in a predictable way? Consider day-to-day customs, as well. What do greetings look like? How do end conversations? What does "small talk" look like?

**d) Faux Pas/Taboos**

Are there any behaviors people outside your culture engage in that may be considered taboo, or a social "faux-pas" (minor social offense) by you, or people within your community? This can be something established and clear (e.g. the role of eye contact in some cultures vs. others) or abstract (e.g. bringing up a particular subject in conversation that may not be welcome or that may be considered atypical)

**e) External Perspectives**

In general, how do you think your culture is viewed by people outside of your culture? Have others made assumptions about your culture, or assumed your cultural identity on the basis of appearance? Do you think this is related to larger social justice issues, such as systemic privilege and/or other social dynamics? Do you think as a whole your cultural group has been impacted – either positively or negatively, or both– by these perceptions?

**5. HEALTH & HEALING**

**a) Physical Health**

How are sickness and health viewed and defined? What does health look like? How do members of your cultural community stay healthy? What does a healing process look like? How would you describe common cultural perspectives of health care systems in the greater context? (e.g. seen as helpful, not helpful, avoided entirely, etc.) Why do you think this is? To what extent do available health care systems reflect your cultural values, preferences and needs? Are there barriers? Could this be improved? What happens when people in your culture become ill and/or require medical help? Who cares for those who cannot care for themselves? (e.g. older adults, physically vulnerable people) What does that care look like?

**b) Mental Health**

How are mental health and mental illness defined? How would someone who is “mentally healthy” respond to stress? Is mental illness stigmatized? Are there any connections between stigma and other historical contexts, narratives and/or cultural values? Do cultural explanations for mental illness exist? How are mental health conditions generally approached by the community? (e.g. community integration vs. excommunication and/or institutionalization) Are there any culture-specific descriptions of distress? In general, how is distress communicated within this cultural context? (e.g. somatic vs. emotional, etc.)

**c) Substance Use**

How are substances viewed in your cultural context? Are some substances more acceptable than others? Are substances prohibited entirely? Is use encouraged or expected? Or are substances a component of certain gatherings and/or cultural traditions? Does your culture recognize addiction? How is addiction defined and understood? Is there stigma? What would be a ‘typical’ approach to addiction in your cultural community? Would recovery involve any particular aspects that may not fall under a medical model (e.g. religious intervention, alternative approaches to medicine, significant family involvement etc.) Are there barriers to accessing available treatment? What would an ideal treatment program for substance use look within your cultural community?

**6. CULTURE & PROFESSIONAL IDENTITY**

**a) Cultural Identity Summary**

Provide a brief overview of the content identified in this reflection. Has your perspective been changed as you moved through the process? If you had multiple cultural identities – what were the relationships between them? Do these relationships reflect or move against broader societal dynamics? What does culture mean to you?

**b) Professional Identity** How does culture inform your understanding of others? How might this arise in your social work practice? How does your perspective relate to issues of power, privilege and difference? Are you more or less aware of your own culture after completing this exercise? Are there any changes to how you might recognize culture in others now, either through this reflection or from class as a whole? How do you anticipate this may arise in your future practice, and how might you approach cultural difference?

Turn in a copy of your completed assessment tool and your reflection paper via Canvas by **May 26, 2019 no later than 5:00PM.**

**Late assignments will not be accepted, outside of circumstances described in Section 1.07.01 of the MSW Student Guide.**

**c. Attendance and class participation**

Attendance is required for both days of this course. Due to the time limitations of mini-courses, it is imperative that you attend both scheduled course days, arriving on time and prepared and stay for the entirety of the course. **If you enroll in this mini-course and do not attend or drop the course– you will receive a grade of U or E – which indicate a failing grade, per Section 1.07.01 of the MSW Student Guide.** (Also linked below – “Grading for special circumstances.”)

Refer to the MSW Student Guide’s [Policy on Class Attendance](#)

**d. Grading**

Grades for this course will be credit/no credit.

ASSIGNMENT		PERCENTAGE
Cultural Self-Reflection	Credit/No Credit	100%

GRADE
PASS
FAIL

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance procedures](#)
- [Policy for grading in special circumstances](#)
- [Testing & Grading CRLT Resources](#)

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Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*