



COURSE OUTLINE: NSW0100 - ADDICTIONS/FAMILY

Prepared: SSW-IS Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NSW0100: ADDICTIONS:INDIVIDUALS/FAMILY/COMMUNITY
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	An addiction interferes with the healthy lifestyle of an individual, their family and their community. CICE students, with the assistance of a learning specialist, will gain an understanding of the impact of addictions on the physical, social, mental, spiritual and emotional aspects related to the consequences of addictive behaviours with theoretical and practical applications.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D



A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

In the Realm of Hungry Ghosts: Close Encounters with Addiction (Canadian Edition) by Gabor Mate
 Publisher: Penguin Random House Canada
 ISBN: 9780676977417

The Hollow Tree: Fighting Addiction with Traditional Native Healing by Nabigon
 Publisher: McGill-Queen’s University Press
 ISBN: 978053461672

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Categorize and differentiate between the effects of various drugs.	1.1 Differentiate between the major drug classifications. 1.2 Explain the effects, tolerance, overdose and withdrawal experienced under each drug classification. 1.3 Identify specific drugs under each classification.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Explain the relationship between the development of dependencies and the impact of addictions on an individual.	2.1 Understand DSM V substance use disorder criteria. 2.2 Apply proper terminology in the addiction field. 2.3 Identify routes of administration, paraphernalia and environmental/situational factors for their role in substance use disorders. 2.4 Demonstrate knowledge of the factors paralleling and impacting substance use disorders (i.e.: concurrent disorders, opioid crisis, trauma, diversity issues, age and gender issues).
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Compare and contrast various theories of addictions currently accepted in the field.	3.1 Critically analyze the models and theories of addiction. 3.2 Develop an understanding of the evolution of the field of addictions through the chronological development of theories in the field. 3.3 Recognize the application of the theoretical approaches of addiction with individuals, family and communities.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify the impacts of substance use disorders on a person’s lifestyle, the family and community life.	4.1 Identify the dynamics and roles assumed by family members in response to problematic substance use. 4.2 Connect community characteristics and resources, systems of oppression, laws, policy and other macro influence to substance abuse problems. 4.3 Identify the multi-generational effects of residential schools, colonization, and oppression to the increased vulnerability to substance use disorders and addiction challenges of Indigenous individuals families and communities.



Course Outcome 5	Learning Objectives for Course Outcome 5
5. Adopt a stage-oriented perspective to facilitate a client-centered approach.	5.1 Conduct self-reflection to identify biases to build a client centered approach when addressing substance use and addiction. 5.2 Identify an individual's presenting situation within a stage-oriented model (i.e. Stages of Change model). 5.3 Distinguish the worker's role in each stage that individuals may present in. 5.4 Identify services that match a clients needs and readiness for addressing change. 5.5 Understand the application of harm reduction strategies.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Utilize a strength based, anti-oppressive and non-biased to develop a foundation for a professional helping relationship.	6.1 Identify personal and environmental elements to assess an individual's personal story with substance use and addiction. 6.2 Define a holistic assessment as a foundation for social service practice in this area. 6.3 Differentiate between screening, diagnosis and treatment. 6.4 Understand the principles a substance use assessment. 6.5 Discuss culturally appropriate approaches to assessment and treatment with Indigenous people and communities.
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Apply a holistic approach to address addiction and substance abuse challenges from awareness to treatment services.	7.1 Identify the continuum of substance abuse treatment services. 7.2 Explain need for Trauma Informed Practice in the field of addictions. 7.4 Effective participation in teaching circles and peer learning. 7.4 Demonstrate the importance of awareness as preventative measure to addressing substance use and addictions.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Awareness Poster/Infographic/	20%
Chapter/Assigned Reading Questions	35%
Reflections/Journals	15%
The Hollow Tree Questions/Reflection/Application	30%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

September 7, 2022



Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

