COURSE OUTLINE

NSW0100

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Prepared: Lisa Piotrowski   Approved: Martha Irwin

Course Code: Title	NSW0100: ADDICTIONS:INDIVIDUALS/FAMILY/COMMUNITY
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	17F
Course Description:	An addiction interferes with the healthy lifestyle of an individual, their family and their community. Students 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:	45
Essential Employability Skills (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. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #4. Apply a systematic approach to solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Evaluation Process and Grading System:	

Evaluation Type	Evaluation Weight
Applications Book Report	20%
Book Club	10%
Resource Circle	10%

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	Tests	60%

Books and Required Resources:	For Joshua by Richard Wagamese Publisher: Anchor Canada (Division of Random House Publisher) ISBN: 9780385659536 In the Realm of Hungry Ghosts: Close Encounters with Addiction (Canadian Edition) by Gabor Mate Publisher: Penguin Random House Canada ISBN: : 9780676977417
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. Categorize and differentiate between the effects of various drugs ## Learning Objectives 1. Differentiate between the major drug classifications Explain the effects, tolerance, overdose and withdrawal experienced under each drug classification Identify specfic drugs under each classification ## Course Outcome 2. Elaborate upon the relationship between the development of dependencies and the impact of addictions on an individual ## Learning Objectives 2. Describe DSM V substance use disorder criteria Apply proper terminology in the chemical dependencies field Identify routes of administration, paraphenalia and environmental/situational factors for their

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role in substance use disorders
Demonstrate knowledge of a variety of factors impacting and impacted by sustance use disorders(ie: concurrent disorders, diversity issues, age and gender issues)

Course Outcome 3.

Compare and contrast various theories of addictions currently accepted in the field

Learning Objectives 3.

Identify strengths and weaknesses of accepted Theories of Addiction
Develop an understanding of the evolution of the field of addictions through the chronological development of theories in the field
Apply theories of addiction to individual, family and community circumstances and concerns

Course Outcome 4.

Identify the impact of substance use disorders on the chemically dependent person`s lifestyle, on the family dynamics and on community life

Learning Objectives 4.

Apply aspects of family adaptation to chemical dependency, family resiliency inrelation to chemical dependency and other issues related to family assessment
Identify the dynamics and roles assumed by family members
Relate the connection of Substance Use Disorders to community characteristics and resources, systems of oppression, laws, policy and other macro influences
Connect the multigenerational effects of Residential Schools to the increased vulnerability to substance use disorders and addictive behaviours

Course Outcome 5.

Adopt a stage-oriented perspective using a transtheoretical model to facilitate a client-centered approach

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Learning Objectives 5.

Demonstrate self-awareness and knowledge base in terms of client engagement and effectiveness as a helper for issues of chemical dependency
Identify an individual`s presenting situation within a stage-oriented model (ie Stages of Change model)
Distinguish the worker`s role in each stage that individuals may present in
Refer individuals to appropriate services that match their identified stage
Apply principles and methods of harm reduction where indicated as preference by an individual

Course Outcome 6.

Utilize a comprehensive, holistic approach to assessment that serves as a dynamic foundation for a professional helping relationship

Learning Objectives 6.

Identify crucial elements of client information (environmental factors, life history, strengths, motivation for change, assessment of immediate danger)
Define a holistic assessment as a foundation for social service practice in this area
Differentiate between screening, diagnosis and treatment
Characterize principles and dimensions of a substance use assessment
Investigate the use of culturally competent tools for assesment and treatment within Indigenous communities

Course Outcome 7.

Research, educate, access, refer to and understand the need for collaboration with multiple community resources in the substance abuse treatment services continuum

Learning Objectives 7.

Identify the levels on the substance abuse treatment services continuum
Indepedently contact and research community resources
Organize, create and share a presentation in a teaching cricle on addiction related community

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	resources Effective participation in teaching cricles and peer learning
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:**

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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:	Wednesday, September 6, 2017
	Please refer to the course outline addendum on the Learning Management System for further information.