



## COURSE OUTLINE: SSW0102 - CONCURRENT DISORDERS

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<b>Course Code: Title</b>	SSW0102: INTRODUCTION TO CONCURRENT DISORDERS
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19F
<b>Course Description:</b>	This course will provide students with introductory knowledge to increase understanding of concurrent disorders and their impact on individuals, families and communities. Students will increase their mental health literacy including factors related to positive mental health, components of positive mental health, recognizing signs and symptoms of selected mental illnesses along with substance use patterns. Students will understand the concepts and impact of social determinants of health and risk, resilience and protective factors on mental health and concurrent disorders. Students will understand the importance of identifying risk and protective factors, and using a culturally safe, anti-oppressive and strengths based approach to practice.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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 5 Use a variety of thinking skills to anticipate and 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.
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Books and Required Resources:</b>	The last taboo: A survival guide to mental health care in Canada by Simmie, S. & Nunes, J. (2001) Publisher: McLelland & Stewart Ltd Edition: first ISBN: 0-7710-8063-8



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**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:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Define and describe a continuum of substance use	<ul style="list-style-type: none"> <li>a) Differentiate between substance use, misuse, abuse and dependency related to alcohol and drugs</li> <li>b) Describe common signs, symptoms and patterns of use and abuse of alcohol and various drugs</li> <li>c) Demonstrate basic knowledge of types of psychotropic medications, common side effects and potential interactions with substances of abuse</li> <li>d) Identify risk and protective factors related to drug and alcohol misuse</li> <li>e) Explain the cultural and societal factors contributing to the development and sustainment of mental health and addictions issues</li> </ul>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Define and describe mental health and mental illness.	<ul style="list-style-type: none"> <li>a) Describe signs/symptoms of common mental illnesses</li> <li>b) Summarize statistics on mental illness in Canada</li> <li>c) Discuss common stereotypes, myths and impact of stigma on individuals and families</li> <li>d) Identify risk and protective factors and discuss how they impact the development and sustainment of mental health disorders</li> <li>e) Identify and apply traits of positive mental health and strategies for developing and maintaining</li> <li>f) Identify and apply strengths-based approaches and recovery approaches to understanding and addressing the needs of individuals with concurrent/dual disorders</li> <li>g) Discuss the implications of mental illness, substance abuse/dependence and concurrent disorders over the lifespan</li> <li>h) Recognize and discuss factors related to gender, culture, age, sexual orientation impacting on mental health</li> <li>i) Define and discuss the relationship of concurrent and dual disorders in regards to assessment and intervention needs</li> </ul>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Define and describe the relationship between addiction and mental illness.	<ul style="list-style-type: none"> <li>a) Define and describe concurrent disorders</li> <li>b) Describe the impact of concurrent disorders on individuals and their social environments (micro, mezzo and macro levels)</li> <li>c) Identify the risk and protective factors related to the development and sustainment of concurrent disorders</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Define and discuss beginning levels of professional social service worker skills and knowledge required to assist individuals with mental health, substance abuse and/or concurrent disorders.	<ul style="list-style-type: none"> <li>a) Identify common beliefs, values and attitudes that professional helpers may hold about concurrent and dual disorders</li> <li>b) Discuss the social justice issues related to the rights of individuals with concurrent disorders</li> <li>c) Identify the impact of stigma on individuals, families and communities</li> <li>d) Identify and effectively use professional and evidence based resource material related to mental health, substance abuse</li> </ul>



and concurrent disorders  
 e)Identify and demonstrate professional and strength-based attitudes and approaches  
 f)Discuss culturally competent approaches to understanding and addressing concurrent disorders  
 g)Identify and address personal biases and attitudes one might have related to concurrent disorders

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Case studies	30%
Positive mental health assignment	20%
tests/exams	40%
Text questions	10%

**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:** October 4, 2019

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

