

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: ADDICTIONS: INDIVIDUALS, FAMILY & COMMUNITY

CODE NO. : NSW 100 **SEMESTER:** Fall

MODIFIED CODE: NSW 0100

PROGRAM: SOCIAL SERVICES WORKER - NATIVE

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MODIFIED BY: Ashley Meitz, Learning Specialist – CICE Program

DATE: Fall 2006 **PREVIOUS OUTLINE DATED:** Fall 2005

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

LENGTH OF 3 HOURS/WEEK

COURSE: 16 WEEKS

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For additional information, please contact Dean

School of Health and Human Services

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I. 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will acquire and demonstrate the following at a basic level:

1. **Categorize and differentiate between the effects of various drugs.**
Potential Elements of the Performance:
 - Differentiate between the major drug classifications.
 - Explain effects, tolerance and withdrawal experienced under each drug classification.
 - Identify specific drugs under each classification.
2. **Identify the difference between the development of dependencies and the impact of addictions on an individual.**
Potential Elements of the Performance:
 - Describe drug dependency signs and symptoms.
 - Apply proper terminology in relation to chemical dependencies.
 - Identify routes of administration, paraphernalia and environmental/situational factors for their role in chemical dependency
 - Demonstrate knowledge of how various fields of practice incorporate chemical dependency and the variety of substance-related problems (i.e. concurrent disorders, diversity issues, age and gender issues)
3. **Compare and contrast various theories of addictions currently accepted in the field.**
Potential Elements of the Performance:
 - Identify strengths and limitations of accepted Theories of Addiction.
 - Apply Theories of Addiction to the individual, family and community chemical dependency concerns

4. **Identify the impact of addictions on the person's lifestyle, family dynamics and community life.**

Potential Elements of the Performance:

- Apply aspects of family adaptation and family resiliency in relation to chemical dependency, and other issues related to family assessment
- Identify the dynamics and survival roles assumed by family members.
- Apply the Reinforcement Theory to issues of codependency and chemical dependence.
- Relate substance abuse and dependence to community characteristics and resources, systems of oppression, laws and policy and other macro influences.
- Discuss the impact of addictions on society in general.
- Apply Systems Theory to issues of substance abuse and dependence.

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

Potential Elements of Performance:

- Demonstrate self awareness and evaluation and a knowledge base for client engagement in issues of chemical dependency
- Identify an individual's presenting situation within a stage-oriented model (i.e. 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 in the addiction work.
- Apply principles and methods of harm reduction where indicated as preference by individual.

6. **Utilize a comprehensive, multi-systemic approach to assessment that serves as a dynamic foundation for a professional helping relationship**

Potential Elements of Performance

- Identify crucial elements of client information (issues, life history, strengths, motivation for change, assessment of immediate danger)
- Define a holistic assessment as a foundation for social service practice in substance abuse
- Differentiate screening, diagnosis and assessment
- Characterize principles and dimensions of multi-systemic substance abuse assessment

7. **Research, educate, access and refer to community resources in the substance abuse treatment services continuum**

Potential Elements of Performance:

- Identify the levels on the substance abuse treatment services continuum
- Independently contact and research community resources
- Organize, create and present in a teaching circle on addiction related community resources
- Effective utilization of teaching circles and peer learning

III. TOPICS:

1. Development of Physical and Psychological Dependency
2. Pharmacology/Major Drug Categories
3. Impact on Chemically Dependent Person
4. Theories of Addiction
5. Impact of Addictions on Family and Macro Contexts
6. Stage – Oriented Work with Addictions, Prochaska & Declemente's Stages of Change Model
7. Client Engagement/Effective Helping Characteristics
8. Macro/Environmental Effects and Impacts relating to Chemical Dependency
9. Multi-Systemic Holistic Substance Abuse Assessments

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Fundamentals of Substance Abuse Practice by Jerry L. Johnson
ISBN 0-534-62667-X Thompson Brooks/Cole Publisher

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>	<u>DUE</u>
Midterm Exam	30%	Oct. 26
Applications/Book Review	15%	Nov 23
Resource Presentation/ Teaching Circle	10%	Nov 30
Video Report	15%	Dec 7
Final Exam	<u>30%</u>	Dec 14
TOTAL	100%	

There will be a **MID-TERM** and a **FINAL EXAM**. The exams will not be cumulative and once information is covered on the first exam it does not appear on the second. Exams cannot be re-written to receive a higher grade. Students who miss the exam without making prior arrangements with the instructor will be given a zero on the exam.

The **APPLICATION/BOOK REVIEW** requires the student to select a biographical or autobiographical book for supplemental reading. The book can either be a biography of an individual dealing with their addiction or an individual dealing with the addiction of a loved one in their lives. The instructor must approve of each book unless it is from the **BOOK LIST** provided. Books will be available at Sault College Library but are also available at Sault Public Library on Bay Street or wherever the student can locate them.

Students are expected to read these books on their own. Upon the completion of the books, the students will write a report that includes:

- Brief summary of the book outlining the relevance to the subject of addictions (5 marks)
- Summary of the students personal reaction to the book, with specific references to the book (5 marks)
- Summary of how information from class applied to material covered in book (10 marks)
- Three to five pages typed

TOTAL = 20 marks per applications report converted to a mark out of 15%.

The **COMMUNITY RESOURCE PRESENTATION** requires that students research and present an oral report on a community resource related to addictions. Students must hand in a reference sheet to validate their research or no mark will be given for this assignment. The presentation will be 10 minutes in length and occur within a class teaching circle. The instructor will provide further details in class.

The **VIDEO REPORT** will be written individually by each student after viewing a film in class. Students will apply material learned in class to the film presented by the instructor. Further details on this assignment will be provided in class.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

ALL assignments are to be handed in on the due date and must be typewritten. Any late assignments will be deducted 1% per day late and will be accepted up to a maximum of 5 days late. After that time, the instructor will no longer accept the assignment. No assignments will be accepted after December 15, 2006 for this course.

Students must attend a minimum of 60% of scheduled classes to receive a passing grade in the course. **If students miss more than 60% of classes, they will receive an F for the entire course.**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:

Preparation and Participation

1. An Integrative 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 Integrative Learning Specialist may not attend all classes with the student(s), support will always be available. When the Integrative Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. 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 of the question may be simplified so the answer will reflect 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 cues.
4. Test 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.

B. Tests will be written in CICE office with assistance from an Integrative Learning Specialist.

The Integrative Learning Specialist may:

1. Read the test questions 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 tests may be increased.

C. 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 Integrative 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.

D. Evaluation:

Is reflective of modified learning outcomes.