



## **I. COURSE DESCRIPTION:**

This course will provide introductory knowledge to assist students to better understand concurrent disorders and their impact on individuals, families and communities. Students will become familiar with signs and symptoms of selected mental illnesses along with substance abuse patterns. This course is a prerequisite for SSW 205.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Define and describe a continuum of substance use

### Potential Elements of the Performance:

- a) Differentiate between substance use, misuse, abuse and dependency related to alcohol and drugs
- b) Describe common signs, symptoms and patterns of use and abuse of alcohol and various drugs
- c) Differentiate between the major drug classifications and identify drugs within each
- d) Demonstrate basic knowledge of psychiatric medications , common side effects and interactions with substances of abuse
- e) Explain drug tolerance and withdrawal within each drug classification (including alcohol)
- f) Identify risk and protective factors related to drug and alcohol use
- g) Understand and differentiate between different theories of addiction
- h) Articulate and critically evaluate the cultural and society factors contributing to the development and sustainment of mental health and addictions issues

2. Define and describe mental health and mental illness.

### Potential Elements of the Performance

- a) Demonstrate awareness of signs/symptoms of common mental illnesses
- b) Summarize statistics on mental illness in Canada

- c) Identify common stereotypes, myths and impact of stigma on individuals and families
  - d) Identify risk and protective factors related to the development and sustainment of mental health disorders
  - e) Identify traits of positive mental health and strategies for developing and maintaining
  - f) Identify and apply strengths-based approaches to understanding and addressing the needs of individuals with concurrent/dual disorders
  - g) Identify major psychiatric medications, their use and effectiveness, major side effects, and interactions between psychiatric medications and substances
  - h) Discuss the implications of mental illness, substance abuse/dependence and concurrent disorders over the lifespan
  - i) Recognize and discuss factors related to gender, culture, age, sexual orientation impacting on mental health
3. Discuss the relationship between addiction and mental illness.

Potential Elements of the Performance:

- a) Define and describe concurrent disorders
  - b) Describe the prevalence rate
  - c) Describe the impact of concurrent disorders on individuals and their social environments (family, friends, school, employment, relationships, etc.
  - d) Identify the risk and protective factors related to the development and sustainment of concurrent disorders
4. 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.

Potential Elements of the Performance:

- a) Identify common beliefs, values and attitudes that professional helpers may hold about concurrent and dual disorders
- b) Identify the impact of stigma on individuals, families and communities
- c) Identify and effectively use professional and evidence based resource material related to mental health, substance abuse and concurrent disorders
- d) Identify and demonstrate professional and strength-based attitudes and approaches

- e) Discuss culturally competent approaches to understanding and addressing concurrent disorders
  - f) Identify and address personal biases and attitudes one might have related to concurrent disorders
5. Identify and discuss the unique needs of individuals with dual disorders

Potential Elements of the Performance:

- a) Define dual disorders
- b) Define and discuss key developmental disorders
- c) Define and discuss the relationship of concurrent and dual disorders in regards to assessment and intervention needs

**III. TOPICS:**

1. Understanding substance use, misuse, and dependency
2. Concurrent Disorders and their impact on individuals, families and communities
3. Mental health and mental illness: the continuum of mental health, positive mental health, severe and disabling mental illnesses and the formal diagnostic system
4. Theories of mental illness and mental health
5. Dual disorders
6. Fetal alcohol spectrum disorders
7. Theories and models of addiction
8. Social determinants of health
9. Risk and protective factors
10. Impact of stigma and effective strategies to address

**Vocational Outcomes and essential employability skills**

This course addresses the SSW vocational outcomes (#1, 2, 3, 5 and 9 ) related to

- identification of micro, mezzo and macro level challenges and interventions,
- recognizing diversity and effective community responses,
- advocacy, and
- promoting social justice, and identifying strengths, resources and challenges of individuals, families, groups and communities .

Additionally, the essential skills outcomes (#1, 2, 4, 5, 6, 7, 8, 10, 11, 12 and 13) regarding effective communication, critical thinking, information management, and interpersonal skill development are addressed.

The course is developed with consideration of the SSW Scope of Practice as articulated by the Ontario College of Social Workers and Social Service Workers.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Simmie, S. & Nunes, J. (2001). *The Last Taboo: A survival guide to mental health care in Canada*. Toronto, ON: McClelland & Stewart Ltd.

Other websites and resource materials will be assigned and used throughout the course. Students will be required to review materials posted on LMS as directed in the weekly class schedule. There are also optional readings posted on LMS.

It is also recommended that students have the most recent version of *Cites and Sources* by Haig, J., Raikes, G. & Sutherland, V., usually used in CMM 110. This is a useful reference for written assignments.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Midterm and final exams (25% each)	50%
2. Assignment	20%
3. In class case studies	15%
4. The Last Taboo Assigned Questions	10%
5. Participation/professional Development	5%
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	100%

The exams cannot be rewritten in order to obtain a higher grade. An exam may be rescheduled, at the discretion of the instructor, for substantiated reasons for absence on exam day. The instructor must be notified before the exam of your inability to write the exam and the reason. This may be done by phone or by email through LMS. You must make rescheduling arrangements as soon as is possible (within a few days) with me and the testing centre to write the exam.

The Last Taboo chapter questions will be completed on an ongoing basis and submitted to me. Further information will be provided in the weekly class schedule.

Marks will be provided for in-class activities and/or 'pop' tests. Students who are absent for the classes where these occur for unsubstantiated reasons cannot make up the marks. Students who have notified the instructor and have substantiated reasons for their absence may have the opportunity to make up the marks, at the instructor's discretion.

Students are expected to learn and display professional social service worker behaviours. The classroom is an excellent place to begin to practice these. These behaviours are attached in the 'Professional Development and Participation Guidelines'. If everyone in the class develops and uses these skills, we will have a safe and respectful environment to explore and discuss many issues.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized at 10% per day late. Assignments will not be accepted one week post due date unless previously negotiated with the instructor. You have the option of using a 'late coupon' for one assignment, one time only. This is available on the LMS course site.

If you are ill and cannot attend class when an assignment is due, you can email that assignment to me through LMS. This will be then be considered the submission date.

The following semester grades will be assigned to students:

<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	0.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.*

## **VI. SPECIAL NOTES:**

### Communication:

The College considers LMS as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep students directly connected with faculty and current course information. Success in this course may be directly related to students' willingness to take advantage of the Learning Management System communication tool.

I will usually respond to any email within 24 hours. If you have not received a response from me within that time, assume that I did not get it and resend. This applies unless I am ill or away from the college for business related purposes.

### Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose and will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Inappropriate use (as determined by the faculty ) of cellphones or laptops, in the classroom is not acceptable, and will be addressed by faculty. Sanctions may apply as determined by faculty.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all, students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers are welcome to join the class after the first break.

Significant learning takes place in the classroom through an interactive learning approach. **NOTE: Students may be issued a failing grade or their mark will be reduced by one grade if less than 60% of classes are attended.** The Professor reserves the right to ask for medical verification of absence. Class attendance and interactions will be reflected in the participation and attendance marks. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for professional development/participation will reflect not only attendance, but the student's knowledge of the content discussed, ability to share thoughts about the material, ability to respect viewpoints different from their own, professional behavior as outlined, and participation in class exercises.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum are located on the portal and form part of this course outline.



## **CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**

Student: \_\_\_\_\_

# of classes attended: \_\_\_\_\_

### **MAJORITY OF EXPECTATIONS MET 9-10 points**

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Assignments reflect sound professional skill and ability
- Attends all of scheduled classes and arrives on time
- All expectations/requirements related to seminar & fieldwork are submitted on time and thoroughly completed
- Is prepared with questions and insights from course material
- Is not disruptive (through unnecessary/inappropriate use of technology: cell phone, laptops, etc.)
- Minimum of 90% of classes attended and arrives on time

### **MOST EXPECTATIONS MET 7 – 8.9 points**

- Demonstrates good preparation for class, knows some of the material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Attends minimum of 80% of scheduled classes and arrives on time
- Consistent completion of requirements/expectations related to seminar and fieldwork
- Assignments reflect sound professional skill and ability
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Is not disruptive (through unnecessary/inappropriate use of technology: cell phone, laptops, etc.)

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 5 - 6.9 points

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates limitations in self-understanding and appears to lack commitment to personal and professional development
- ❑ Occasionally disruptive, ( consistently involved in side discussions and reading other material during class, inappropriate use of technology: phone, laptop, etc.)
- ❑ Requirements/expectations submitted late on more than one occasion
- ❑ Attends below 80% of class
- ❑ Generally arrives on time, some late arrivals noted

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0 - 5 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
  
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Frequently submits expectations/requirements late
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)
- ❑ Attends class below the expectations, frequently arrives late or leaves early or engages in above noted behaviours while in class
- ❑ Consistent inappropriate use of technology (cell phones, lap top, etc.)