



## **I. COURSE DESCRIPTION:**

This course will develop skills and knowledge essential to supporting individuals with concurrent disorders. Evidence based screening, assessment, referral and case planning tools and skills will be developed. Knowledge of community resources will be developed and integrated into case planning. The scope of practice of the Social Service Worker will guide the level of support and interventions learned and utilized.

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

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

1. Define, discuss and differentiate between best practice, evidence based, and promising practices related to the prevention and treatment of concurrent disorders

### Potential Elements of the Performance:

- a) Demonstrate ability to use credible sources to research best practice, evidence based and promising practices related to professional literature relevant to concurrent disorders
  - b) Demonstrate knowledge of and ability to choose screening and assessment tools and interventions based on one of these categories
  - c) Demonstrate ability to integrate and extract information from professional literature to enhance skills and knowledge
  - d) Describe the differences between the treatment models and integrate into assessment, referral or treatment decisions
2. Describe and demonstrate effective engagement, screening and assessment skills related to concurrent disorders

### Potential Elements of the Performance:

- a) Demonstrate ability to apply skills necessary for effective engagement with clients who may have concurrent or dual disorders to form a therapeutic relationship in a culturally competent manner
- b) Demonstrate ability to identify symptoms of substance abuse or mental illness for the purposes of assessment

- c) Demonstrate ability to objectively document behavioural observations
  - d) Demonstrate a working knowledge of key screening/assessment strategies and tools,
  - e) Demonstrate knowledge of community resources and ability to refer clients to appropriate community resources
  - f) Demonstrate ability to develop initial treatment goals in collaboration with clients
  - g) Demonstrate ability to discuss and apply the Stages of Change Model
  - h) Demonstrate understanding of Privacy legislation and relevance to providing service
3. Describe and demonstrate effective intervention skills related to concurrent disorders
- a) Demonstrate social work values of self-determination, dignity, respect and client-centered relationships in all aspects of client service
  - b) Demonstrate ability to use motivational interviewing strategies appropriately
  - c) Demonstrate ability to understand and apply harm reduction strategies and approaches
  - d) Demonstrate working level of knowledge of basic counseling strategies in addition to above
  - e) Demonstrate knowledge of other forms of interventions congruent with treatment services for concurrent disorders (lifeskills, self-help, 12-step, spiritual and cultural practices, etc.)
  - f) Demonstrate ability to plan interventions based on Stages of Change model
4. Demonstrate ability to identify and utilize mental health, substance abuse and concurrent disorder services in Sault Ste. Marie and Algoma District

Potential Elements of the Performance:

- a) Demonstrate ability to use Street Smart, 211, the Algoma Model, and other community resources
- b) Demonstrate knowledge of the services, referral systems and eligibility criteria of key services/organizations
- c) Demonstrate knowledge of residential programs clients may be referred to, and referral/eligibility criteria
- d) Utilize effective problem solving and advocacy skills to advocate with or on behalf of clients, families or the community in relation to obtaining service

- e) Demonstrate ability to empower individuals and families to effectively advocate for their rights/needs
  - f) Utilize effective advocacy skills to address stigma
5. Understand the sociocultural context of concurrent disorders and the systems designed to address these disorders

Potential Elements of the Performance:

- a) Identify key stakeholders in the design and delivery of services (local agencies, planning bodies, government ministries and policies)
- b) Discuss systemic barriers to designing and delivering services to individuals with concurrent and/or dual disorders
- c) Explain the influence of prejudice, discrimination, violence trauma and other sociocultural factors have on the development and treatment of concurrent disorders
- d) Identify the social determinants of health that impact on the development of concurrent/dual disorders and delivery of services
- e) Discuss social justice issues related to individuals with concurrent and dual disorders
- f) Identify and integrate key risk and protective factors into understanding client situations and developing client goals

**Vocational Outcomes and essential employability skills**

This course addresses the SSW vocational outcomes 1, 2, 3, and 5 related to

- Developing professional helping relationships
- 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.

**III. TOPICS:**

1. Screening and assessment tools
2. Incorporating social work values of cultural competency, self-determination, strengths-based, ethics, and social justice
3. Services in Sault Ste. Marie and Algoma District that provide services related to concurrent disorders
4. Treatment and support models: integrated treatment, brief treatment, harm reduction strategies, self- help and 12 step programs, cognitive behavioural therapy, trans-theoretical/stages of change, family support
5. Principles of treatment planning and goal setting
6. Effective engagement and motivational interviewing

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

Selected readings will be posted on D2L. Additional resources will be distributed in class or students will be referred to relevant websites.

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

Case study and client assessment (assessment, documentation, goal setting and report)	40%
Substance presentation	15%
Exams/tests/quizzes	40%
In class activities/participation (also linked to case study and client assessment)	5%

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	
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:**

### 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 its constituents, 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. Late arrivers are welcome to join the class after the break.

### Communication:

The College considers D2L as the primary channel of communication for each course. Regularly checking D2L 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.

## **VII. COURSE OUTLINE ADDENDUM:**

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