SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE:	Concurrent Disorders II: SSW Practice Skills
CODE NO. :	SSW 205 **SEMESTER:** 2
PROGRAM:	Social Service Worker Program
AUTHOR:	Judi Gough, MSW, RSW
DATE:	Winter 2016 **PREVIOUS OUTLINE DATED:** Winter 2015
APPROVED:	'Angelique Lemay' June/15
	_____ _____
	DEAN **DATE**
TOTAL CREDITS:	3
PREREQUISITE(S):	SSW 101 and SSW 102
HOURS/WEEK:	3

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 and discuss 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 ability to integrate and extract information from professional literature to enhance skills and knowledge
    c) Describe the differences between the treatment models and integrate into assessment, referral or treatment decisions
    d) Differentiate between major drug classifications and identify drugs within each
    e) Demonstrate basic knowledge of types of psychotropic psychiatric medications and common side effects and interactions with substances of abuse
    f) Explain drug tolerance and withdrawal within each drug classification (including alcohol)
    g) Understand and differentiate between different theories of addiction

2.   Describe and demonstrate effective engagement, screening, assessment and referral 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 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 screening and assessment
c) Demonstrate ability to complete objective documentation
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 social work values of self-determination, dignity, respect and client-centered relationships in all aspects of client service
i) Demonstrate ability to understand and apply harm reduction strategies and approaches
j) Demonstrate knowledge of forms of interventions congruent with treatment services for concurrent disorders
(lifeskills, self-help, 12-step, spiritual and cultural practices, etc.)

3.

4. Demonstrate knowledge of mental health, substance abuse and concurrent disorder services in Sault Ste. Marie and Algoma District and referral methods to identified organizations

Potential Elements of the Performance:

a) Demonstrate knowledge of and ability to use Connex Ontario, 211, the Algoma Model, and other community resources
b) Demonstrate knowledge of the services, referral systems and eligibility criteria of key services/organizations
c) Utilize effective problem solving and advocacy skills to advocate with or on behalf of clients, families or the community in relation to obtaining service
d) Demonstrate ability to empower individuals and families to effectively advocate for their rights/needs

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) Utilize effective advocacy skills to address stigma
d) Identify the social determinants of health and sociocultural factors that impact on the development of concurrent/dual disorders and delivery of services
e) 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. Organizations 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:

1. Case study and client assessment (assessment,
   documentation, goal setting and report)   35%
2. Exams/tests and/or research assignment   40%
3. In class activities/participation (also linked to case study
   and client assessment   25%

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
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.
Student Success: College Practice Statement

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

Student Success: SSW Professor Approach

This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

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. This class is interactive and requires consistent attendance to complete the client assessment. The minimum attendance requirement is 80%. Sanctions for not meeting the 80% minimum may include reduction of the final mark by one grade or failure of the course.

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.