

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: ADDICTIONS: INDIVIDUALS, FAMILY & COMMUNITY

CODE NO. : NSW 100 - 3 **SEMESTER:** ONE

PROGRAM: SOCIAL SERVICES WORKER - NATIVE

AUTHOR: Lisa Piotrowski

DATE: SEPT/08 **PREVIOUS OUTLINE DATED:** SEPT/07

APPROVED: _____
"Angelique Lemay"

CHAIR

DATE

TOTAL CREDITS: THREE

PREREQUISITE(S): N/A

LENGTH OF COURSE: 3 HOURS/WEEK
16 WEEKS

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

Chemical dependency interferes with the healthy lifestyle of an individual, their family and their community. Students will gain an understanding of the impact of chemical dependencies 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 student will demonstrate the ability to:

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. Elaborate upon the relationship 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 the chemical dependencies field.
- 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 chemically dependent person's lifestyle, on the family dynamics and on community life
Potential Elements of the Performance:
 - Apply aspects of family adaptation to chemical dependency, 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 the connection of 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 in terms of client engagement and effectiveness as a helper for 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
 - 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
 - Investigate the use of culturally competent tools for assessment and treatment within Native communities (ie Reconciliation Model)

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/ Reconciliation Model

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

For Joshua by Richard Wagamese ISBN 0-385-65953-9, Anchor Canada
(A division of Random House Publisher)

V. EVALUATION PROCESS/GRADING SYSTEM:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>	<u>DUE (tentative)</u>
Midterm Exam	30%	Week 8
Applications/Book Review	15%	Week 12
Video Report	15%	Week 14
Resource Presentation/ Teaching Circle	10%	Week 13
Final Exam	<u>30%</u>	Week 16
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 complete the autobiographical book, *For Joshua*, as supplemental reading. Students are expected to read this book on their own. Upon completion of this book, each student will produce a report that summarizes their personal reactions and applications of course material to information in the book. Details to be provided by the professor.

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.

Communication:

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

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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.