

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.
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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/ Aboriginal Worldview

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	25%	
Applications/Book Review	15%	
Video Report	10%	
Independent Research Assignment	10%	
FASD Questions	10%	
Concurrent Disorders Questions	10%	
Final Exam	<u>20%</u>	
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.

Independent Research Assignment: For this assignment students will choose one of four options to complete. The four options include viewing and a) responding to the video *Deadly Prescription* b) development of an information pamphlet on one specific drug, c) attendance at an open AA meeting and written report and d) media review of relevant news articles on current addiction issues.

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.

FASD and Concurrent Disorders Questions. Students will be provided with reading material related to FASD and Concurrent Disorders along with a set of questions to complete and hand in.

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%	
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: 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.

NOTE: Mid-term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the mid-term grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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 postsecondary institutions.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

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. Recorded classroom instruction 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.

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.

Significant learning takes place in the classroom through an interactive learning approach; therefore, **ALL students must attend 60% of the classes to obtain a passing grade.**

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

Classroom Courtesy:

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room until the break.

Submission of Assignments

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late and will not be accepted for grading one week after the due date.

Students must contact the professor prior to the **due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when assignment was distributed or if further clarification is requested related to the instructions or concepts.