



# COURSE OUTLINE

## SSW102

Prepared: Judi Gough, MSW, RSW Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	SSW102: INTRODUCTION TO CONCURRENT DISORDERS
<b>Program Number: Name</b>	1203: SOCIAL SERV WORKER
<b>Department:</b>	SOCIAL SERVICES WORKER
<b>Semester/Term:</b>	17F
<b>Course Description:</b>	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 use patterns. Students will understand the impact of social determinants of health, and risk and protective factors on the development of concurrent disorders. Students will understand the importance of identifying risk and protective factors, and using an anti-oppressive and strengths based approach to practice.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Substitutes:</b>	SSW211
<b>This course is a pre-requisite for:</b>	SSW205
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>



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**Course Evaluation:**

Passing Grade: 50%, D

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Case studies	30%
Positive mental health assignment	20%
tests/exams	40%
Text questions	10%

**Books and Required Resources:**

The last taboo: A survival guide to mental health care in Canada by Simmie, S. & Nunes, J. (2001)  
Publisher: McLelland & Stewart Ltd Edition: first  
ISBN: 0-7710-8063-8

**Course Outcomes and Learning Objectives:**

### Course Outcome 1.

Define and describe a continuum of substance use

### Learning Objectives 1.

- 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) Demonstrate basic knowledge of types of psychotropic medications, common side effects and potential interactions with substances of abuse
- d) Identify risk and protective factors related to drug and alcohol misuse
- e) Explain the cultural and societal factors contributing to the development and sustainment of mental health and addictions issues

### Course Outcome 2.

Define and describe mental health and mental illness.



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### **Learning Objectives 2.**

- a) Describe signs/symptoms of common mental illnesses
- b) Summarize statistics on mental illness in Canada
- c) Discuss common stereotypes, myths and impact of stigma on individuals and families
- d) Identify risk and protective factors and discuss how they impact the development and sustainment of mental health disorders
- e) Identify and apply traits of positive mental health and strategies for developing and maintaining
- f) Identify and apply strengths-based approaches and recovery approaches to understanding and addressing the needs of individuals with concurrent/dual disorders
- g) Discuss the implications of mental illness, substance abuse/dependence and concurrent disorders over the lifespan
- h) Recognize and discuss factors related to gender, culture, age, sexual orientation impacting on mental health
- i) Define and discuss the relationship of concurrent and dual disorders in regards to assessment and intervention needs

### **Course Outcome 3.**

Define and describe the relationship between addiction and mental illness.

### **Learning Objectives 3.**

- a) Define and describe concurrent disorders
- b) Describe the impact of concurrent disorders on individuals and their social environments (micro, mezzo and macro levels)
- c) Identify the risk and protective factors related to the development and sustainment of concurrent disorders

### **Course Outcome 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.

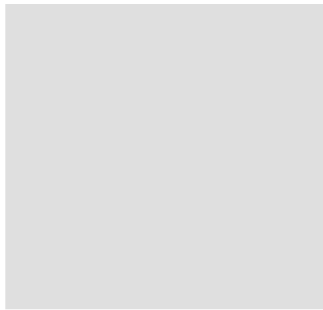
### **Learning Objectives 4.**



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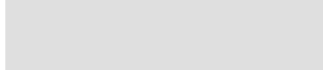
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- a) Identify common beliefs, values and attitudes that professional helpers may hold about concurrent and dual disorders
- b) Discuss the social justice issues related to the rights of individuals with concurrent disorders
- c) Identify the impact of stigma on individuals, families and communities
- d) Identify and effectively use professional and evidence based resource material related to mental health, substance abuse and concurrent disorders
- e) Identify and demonstrate professional and strength-based attitudes and approaches
- f) Discuss culturally competent approaches to understanding and addressing concurrent disorders
- g) Identify and address personal biases and attitudes one might have related to concurrent disorders

**Date:**

Wednesday, August 30, 2017



Please refer to the course outline addendum on the Learning Management System for further information.