

**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 **SEMESTER:** THREE

**PROGRAM:** Social Service Worker – Native Specialization  
(1218) Oshki-Pimache-O-Win, Thunder Bay Delivery

**AUTHOR:** Lisa Piotrowski

**DATE:** JUNE /12 **PREVIOUS OUTLINE DATED:** JUN /11

**APPROVED:** “Angelique Lemay” Oct/12

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** N/A

**LENGTH OF  
COURSE:** 15 weeks

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## 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  
Thompson Brooks/Cole Publisher

*For Joshua* by Richard Wagamese, Anchor Canada (A division of Random House Publisher)

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

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>
Midterm Exam	20%
Applications/Book Review	15%
Student's Choice Assignment	15%
FASD Questions	10%
Concurrent Disorders Questions	10%
Final Exam	20%
Attendance and Participation	10%
<b>TOTAL</b>	<b>100%</b>

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. Students will be provided with a guide outlining the topics covered on each 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.

**STUDENT'S CHOICE 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.

**ATTENDANCE AND PARTICIPATION**: This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

**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:** 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:

### **Distribution and Submission of Assignments**

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

#### **Distribution of Assignments**

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.
- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.

- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

### **Submission of Assignments**

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

### **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 use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

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

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

### **Participation and 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, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.



A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

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.

**VII. COURSE OUTLINE ADDENDUM:**

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