

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 CICE student with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Develop an understanding between the effects of various drugs.

Potential Elements of the Performance:

- Become familiar with the major drug classifications.
- Develop an understanding of the effects, tolerance and withdrawal experienced under each drug classification.
- Identify specific drugs under each classification.

2. Become familiar with the relationship between the development of dependencies and the impact of addictions on an individual.

Potential Elements of the Performance:

- Become familiar with drug dependency signs and symptoms.
- Be aware of proper terminology in the chemical dependencies field.
- Become familiar with routes of administration, paraphernalia and environmental/situational factors for their role in chemical dependency
- Demonstrate an understanding 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. Become familiar with various theories of addictions currently accepted in the field.

Potential Elements of the Performance:

- Identify strengths and limitations of accepted Theories of Addiction.
- Develop an understanding of Theories of Addiction to the individual, family and community chemical dependency concerns

4. Become familiar with the impact of addictions on the chemically dependent person's lifestyle, on the family dynamics and on community life

Potential Elements of the Performance:

- Develop an understanding 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.
 - Become familiar with the connection of substance abuse and dependence to community characteristics and resources, systems of oppression, laws and policy and other macro influences.
 - Become familiar with the impact of addictions on society in general.
 - Become aware of the Systems Theory to issues of substance abuse and dependence.
5. Become familiar with a stage-oriented perspective using a transtheoretical model to facilitate a client-centered approach.

Potential Elements of Performance:

- Develop a knowledge base in terms of client engagement and effectiveness as a helper for issues of chemical dependency
 - Develop an understanding of an individual's presenting situation within a stage-oriented model (i.e. Stages of Change model)
 - Become familiar with 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.
 - Become familiar with the principles and methods of harm reduction where indicated as preference by individual.
6. Become familiar with a multi-systemic approach to assessment that serves as a dynamic foundation for a professional helping relationship
 - Develop an understanding of crucial elements of client information (issues, life history, strengths, motivation for change, assessment of immediate danger)
 - Become familiar with the holistic assessment as a foundation for social service practice in substance abuse
 - Become familiar with screening, diagnosis and assessment
 - Develop an understanding of the principles and dimensions of multi-systemic substance abuse assessment
 - Become familiar with the use of culturally competent tools for assessment and treatment within Native communities (ie Reconciliation Model)

7. Become familiar with community resources in the substance abuse treatment services continuum

Potential Elements of Performance:

- Develop an understanding of 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
- Become familiar with the 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. As part of this assignment, students are also required to attend an open 12 step meeting in the community and prepare a brief, written and oral summary of the experience. 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:

<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.

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.

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.**

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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. 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.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

- Is reflective of modified learning outcomes.