



**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 help of a Learning Specialist, will demonstrate the basic ability to:

1. Categorize and differentiate between the effects of various drugs.

Potential Elements of the Performance:

- Understand the difference 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.
- Utilize 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.
- Utilize Theories of Addiction to understand 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:

- Understand aspects of family adaptation and how this relates 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.
  - Understand how the Reinforcement Theory relates 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.
  - Understand how the Systems Theory relates 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.
  - Understand and use 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
  - Understand the difference between screening, diagnosis and assessment
  - Characterize principles and dimensions of multi-systemic substance abuse assessment
  - Examine 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
- 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:** (Total to be converted to mark out of 10%)

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

- 0: did not meet the expectation  
1: minimally met expectation with significant improvement recommended  
2: met expectation with improvement recommended  
3: satisfactorily met expectation

The format and the content modification relative to exams will be proposed by the Learning Specialist and is subject to approval from the professor. Assignments will be completed with the assistance of the Learning Specialist. Any modifications to the assignments will be proposed by the Learning Specialist and are subject to the approval from the professor.

**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:**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.

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.

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.

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

### **Submission of Assignments**

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

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. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 2% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

## **VII. COURSE OUTLINE ADDENDUM:**

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

**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.