



## **I. COURSE DESCRIPTION:**

With assistance from a learning specialist, CICE students will be provided with introductory knowledge to assist them to better understand concurrent disorders and their impact on individuals, families and communities. CICE students will become familiar with signs and symptoms of common mental illnesses along with common substance abuse patterns.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Define and describe a continuum of substance use

### Potential Elements of the Performance:

- 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) Identify the cultural and societal factors contributing to the development and sustainment of mental health and addictions issues

2. Define and describe mental health and mental illness.

### Potential Elements of the Performance

- a) Describe signs/symptoms of common mental illnesses
- b) Be aware of 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
3. Discuss the relationship between addiction and mental illness.

Potential Elements of the Performance:

- 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
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.

Potential Elements of the Performance:

- a) Identify common beliefs, values and attitudes that professional helpers may hold about concurrent and dual disorders
- b) Identify 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) Be aware of culturally competent approaches to understanding and addressing concurrent disorders
- g) Identify and address personal biases and attitudes one might have related to concurrent disorders

### III. TOPICS:

1. Understanding substance use, misuse, and dependency
2. Concurrent Disorders and their impact on individuals, families and communities
3. Mental health and mental illness: the continuum of mental health, positive mental health, severe and disabling mental illnesses and the formal diagnostic system
4. Theories of mental illness and mental health
5. Social determinants of health
6. Risk and protective factors
7. Impact of stigma and effective strategies to address

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Simmie, S. & Nunes, J. (2001). *The Last Taboo: A survival guide to mental health care in Canada*. Toronto, ON: McClelland & Stewart Ltd.

Other tutorials, websites and resource materials will be assigned throughout the course. Students will be required to review materials posted on D2L as directed in the class schedule. There are also optional readings posted on D2L.

It is also recommended that students have the most recent version of *Cites and Sources* by Haig, J., Raikes, G. & Sutherland, V., usually used in CMM 110. This is a useful reference for written assignments.

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

1. Midterm and final exams	50%
2. Positive Mental health Assignment	15%
3. In class case studies	20%
4. Assigned text questions	<u>15%</u>
	100%

Exams cannot be rewritten in order to obtain a higher grade. An exam may be rescheduled, at the discretion of the instructor, for substantiated reasons for absence on exam day. The instructor must be notified before the exam of your inability to write the exam and the reason. This may be done by phone or by email through D2L. You must make rescheduling arrangements as soon as is possible (within a few days) with both the testing centre, and me to write the exam.

The assigned questions will be completed on an ongoing basis and submitted to the professor on the due dates. Further information will be provided in the weekly class schedule.

Marks will be provided for in-class activities and/or 'pop' tests. Students who are absent for the classes where these occur for unsubstantiated reasons cannot make up the marks. Students who have notified the instructor and have substantiated reasons for their absence may have the opportunity to make up the marks, at the instructor's discretion.

Students are expected to learn and display professional social service worker behaviours. The classroom is an excellent place to begin to practice these. These behaviours are attached in the 'Professional Development and Participation Guidelines'. If everyone in the class develops and uses these skills, we will have a safe and respectful environment to explore and discuss many issues.

All assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized at 10% per day late. Assignments will not be accepted one week post due date unless previously negotiated with the instructor. You have the option of using a 'late coupon' for one assignment, one time only. This is available on the D2L course site.

If you are ill and cannot attend class when an assignment is due, you can email that assignment to me through D2L. This will be then be considered the submission date.

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.

### Student Success: College Practice Statement

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

### Student Success: SSW Professor Approach

This professor will explain the student success strategy to students. The professor will request students sign a SSW Program Consent/Authorization to determine permission to release pertinent information to Student Services in order to promote and support student success and retention.

## **VI. SPECIAL NOTES:**

### Communication:

The College considers D2L as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep students directly connected with faculty and current course information. Success in this course may be directly related to students' willingness to take advantage of the Learning Management System communication tool.

I will usually respond to an email within 24 hours. If you have not received a response from me within that time, assume that I did not get it and resend. This applies unless I am ill or away from the college for business related purposes.

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, 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. It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers are welcome to join the class after the first break.

Students must attend the classes where case studies/documentaries are being discussed in order to receive full marks as outlined in the class schedule. In cases where there is substantiated reason for your absence and it is possible to access the documentary independently, the student may request the approval of the faculty to complete independently and receive partial marks.

Significant learning takes place in the classroom through an interactive learning approach. NOTE: Students may be issued a failing grade or their mark will be reduced by one grade if less than 70% of classes are attended. The Professor reserves the right to ask for medical verification of absence. Class attendance and interactions will be reflected in the participation and attendance marks. Students are expected to come prepared to class to participate in discussion and review of course material. Grades assigned for professional development/participation will reflect not only attendance, but the student's knowledge of the content discussed, ability to share thoughts about the material, ability to respect viewpoints different from their own, professional behavior as outlined, and participation in class exercises.

**Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**VII. COURSE OUTLINE ADDENDUM:**

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

**PROFESSIONAL SKILL DEVELOPMENT GUIDELINES**

The following are examples of professional behaviours expected in the Social Service Worker profession. Knowledge and practice of these will prepare you for the profession. The classroom is an excellent place to begin to practice and use these behaviours.

### **ALL EXPECTATIONS MET**

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Contributes in a significant way to ongoing discussions
- ❑ Responds thoughtfully and respectfully to other students' comments
- ❑ Takes the risk of verbalizing questions, concerns, disagreements
- ❑ Demonstrates consistent, active, on-going involvement in all aspects of the course
- ❑ Demonstrates good level of self-understanding and commitment to personal and professional development
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ No inappropriate use of laptops, cellphones or other technology
- ❑ Consistently follows class, program and/or college Code of Conduct and expectations
- ❑ Consistently uses D2L as required for course
- ❑ Has attended at least 90% of classes

### **MOST EXPECTATIONS MET**

- ❑ Demonstrates good preparation for class, evidence that is familiar with some of the material
- ❑ Is prepared with questions and insights from course material
- ❑ Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Consistently uses D2L as required for course
- ❑ Consistently follows class, program and/or college Code of Conduct and expectations
- ❑ No inappropriate use of laptops, cellphones or other technology
- ❑ Has attended a minimum of 80 – 90% of classes

### **SOME EXPECTATIONS MET, SOME CONCERNS NOTE**

- ❑ Demonstrates adequate preparation, demonstrates knowledge of basic material
- ❑ Appears interested in most of the content of course material
- ❑ Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- ❑ Usually takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates involvement in some aspects of the course
- ❑ Demonstrates a limited level of self-understanding
- ❑ Personal and professional development as defined by behaviours listed in above categories is not evident
- ❑ Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Does not consistently follow class, program and/or College Code of Conduct and expectations
- ❑ D2L not regularly accessed and interferes with staying current with course communications and expectations
- ❑ Has attended less than 80 % of classes

### **FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class (sleeping, checking cell phones, not participating in class activities, etc.)
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Frequently disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Does not consistently follow class, program and/or College Code of Conduct and expectations
- ❑ Infrequent use of D2L which impacted remaining current with course communications and expectations
- ❑ Frequent absence has impacted ability to participate

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**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.