

I. COURSE DESCRIPTION:

An addiction interferes with the healthy lifestyle of an individual, their family and their community. Students will gain an understanding of the impact of addictions 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, along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Sort and identify differences between the effects of various drugs.

Potential Elements of the Performance:

- Differentiate between the major drug classifications.
- Identify effects, tolerance and withdrawal experienced under each drug classification.
- Identify specific drugs under each classification.

2. Discuss the relationship between the development of dependencies and the impact of addictions on an individual.

Potential Elements of the Performance:

- Describe DSM V drug dependency signs and symptoms in Substance Use Disorders.
- Exemplify 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. Explore various theories of addictions currently accepted in the field.

Potential Elements of the Performance:

- Identify strengths and limitations of accepted Theories of Addiction.

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.
 - Relate the connection of Substance Use Disorders to community characteristics and resources, systems of oppression, laws and policy and other macro influences.
 - Discuss the impact of drug dependency on society in general.
 - Understand how Systems Theory can be applied to issues of Substance Use Disorders.

5. Adopt a stage-oriented perspective using a transtheoretical model to help with 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.

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
- 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:

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	30%
Applications/Book Review	20%
Video Report	15%
Final Exam	30%
Resource Circle	5%
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. Both exams will be OPEN NOTE. 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/listen to this book outside of class time. 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.

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 professor. Further details on this assignment will be provided in class.

RESOURCE CIRCLE: Students will work in partners to collect information and educate on local resources related to chemical dependency. Each pair will present in a teaching circle. Attendance in the circle will be required in order to obtain marks for this assignment. Specifics to be provided by professor.

LATE SUBMISSIONS of any assigned work will be penalized 1% per calendar day late. After five calendar days, work will not be graded.

Handwritten submission of assignments will not be graded.

Assignments are to be submitted in hard copy and students must retain their own copy of all work submitted. In the case of illness or unavoidable absence, students may electronically submit assignments in a Word document only.

ATTENDANCE: Significant learning, analysis and synthesis of course content occur in the classroom. There is no text for this course. 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. Students are responsible for obtaining any materials missed due to absenteeism.

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

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

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.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) ability. All modifications to evaluation components and/or assessments must be discussed and agreed upon by the instructor and the learning specialist in advanced of assigned competition date.

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.