



COURSE OUTLINE: NSW100 - ADDICTIONS:FAM.&COM.

Prepared: SSW-IS Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NSW100: ADDICTIONS:INDIVIDUALS,FAMILY&COMMUNITY
Program Number: Name	1221: SSW INDIGENOUS SPECA 1223: SSW INDIGENOUS SPECI
Department:	SOCIAL SERV. WKR. - NATIVE
Semesters/Terms:	20F, 21S
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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	CYC101, HDG110, HSC204
Vocational Learning Outcomes (VLO's) addressed in this course:	<p>1221 - SSW INDIGENOUS SPECA</p> <p>VLO 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.</p> <p>VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.</p> <p>VLO 4 Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.</p> <p>VLO 10 Respectfully collaborate with Indigenous individuals, families and communities to facilitate change considering the historical impact of legislation and social systems on the Indigenous Canadian culture and experience.</p> <p>VLO 11 Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context.</p> <p>1223 - SSW INDIGENOUS SPECI</p> <p>VLO 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.</p> <p>VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.</p> <p>VLO 4 Identify current social policy, relevant legislation, and political, social, and/or</p>

Please refer to program web page for a complete listing of program outcomes where applicable.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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economic systems and their impacts on service delivery.

VLO 10 Respectfully collaborate with Indigenous individuals, families and communities to facilitate change considering the historical impact of legislation and social systems on the Indigenous Canadian culture and experience.

VLO 11 Integrate culturally appropriate strategies and Indigenous methods of healing practices to help empower individuals and communities to solution build within an aboriginal worldview and context.

Essential Employability Skills (EES) addressed in this course:

EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.

EES 4 Apply a systematic approach to solve problems.

EES 6 Locate, select, organize, and document information using appropriate technology and information systems.

EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.

EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.

EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

EES 10 Manage the use of time and other resources to complete projects.

EES 11 Take responsibility for ones own actions, decisions, and consequences.

General Education Themes:

Social and Cultural Understanding

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

In the Realm of Hungry Ghosts: Close Encounters with Addiction (Canadian Edition) by Gabor Mate
Publisher: Penguin Random House Canada
ISBN: 9780676977417

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Categorize and differentiate between the effects of various drugs.	1.1 Differentiate between the major drug classifications. 1.2 Explain the effects, tolerance, overdose and withdrawal experienced under each drug classification. 1.3 Identify specific drugs under each classification.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Explain the relationship between the development of dependencies and the impact of addictions on an individual.	2.1 Understand DSM V substance use disorder criteria. 2.2 Apply proper terminology in the addiction field. 2.3 Identify routes of administration, paraphernalia and environmental/situational factors for their role in substance use disorders. 2.4 Demonstrate knowledge of the factors paralleling and

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	impacting substance use disorders (i.e.: concurrent disorders, opioid crisis, trauma, diversity issues, age and gender issues).
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Compare and contrast various theories of addictions currently accepted in the field.	3.1 Critically analyze the models and theories of addiction. 3.2 Develop an understanding of the evolution of the field of addictions through the chronological development of theories in the field. 3.3 Recognize the application of the theoretical approaches of addiction with individuals, family and communities.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify the impacts of substance use disorders on a person's lifestyle, the family and community life.	4.1 Identify the dynamics and roles assumed by family members in response to problematic substance use. 4.2 Connect community characteristics and resources, systems of oppression, laws, policy and other macro influence to substance abuse problems. 4.3 Identify the multi-generational effects of residential schools, colonization, and oppression to the increased vulnerability to substance use disorders and addiction challenges of Indigenous individuals families and communities.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Adopt a stage-oriented perspective to facilitate a client-centered approach.	5.1 Conduct self-reflection to identify biases to build a client centered approach when addressing substance use and addiction. 5.2 Identify an individual's presenting situation within a stage-oriented model (i.e. Stages of Change model). 5.3 Distinguish the worker's role in each stage that individuals may present in. 5.4 Identify services that match a clients needs and readiness for addressing change. 5.5 Understand the application of harm reduction strategies.
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Utilize a strength based, anti-oppressive and non-biased to develop a foundation for a professional helping relationship.	6.1 Identify personal and environmental elements to assess an individual's personal story with substance use and addiction. 6.2 Define a holistic assessment as a foundation for social service practice in this area. 6.3 Differentiate between screening, diagnosis and treatment. 6.4 Understand the principles a substance use assessment. 6.5 Discuss culturally appropriate approaches to assessment and treatment with Indigenous people and communities.
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Apply a holistic approach to address addiction and substance abuse challenges from awareness to treatment services.	7.1 Identify the continuum of substance abuse treatment services. 7.2 Explain need for Trauma Informed Practice in the field of addictions. 7.4 Effective participation in teaching circles and peer learning. 7.4 Demonstrate the importance of awareness as preventative

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measure to addressing substance use and addictions.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Annotated Bibliography	20%
Awareness Poster/Infographic	15%
Chapter/Assigned Reading Questions	30%
Worksheets	35%

Date:

June 16, 2020

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

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