



COURSE OUTLINE

SSW0205

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

Course Code: Title	SSW0205: CONCURRENT DISORDERS 2: SSW PRACT SKILLS								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semester/Term:	17F								
Course Description:	This course will develop skills and knowledge essential to supporting individuals with concurrent disorders. Evidence based screening, assessment, referral and case planning tools and skills will be developed. Knowledge of community resources will be developed and integrated into case planning. The scope of practice of the Social Service Worker will guide the level of support and interventions learned and utilized.								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	45								
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	Passing Grade: 50%, D								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Client assessment</td> <td>30%</td> </tr> <tr> <td>Skill development</td> <td>20%</td> </tr> <tr> <td>Support group assignment</td> <td>10%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Client assessment	30%	Skill development	20%	Support group assignment	10%
Evaluation Type	Evaluation Weight								
Client assessment	30%								
Skill development	20%								
Support group assignment	10%								



COURSE OUTLINE

SSW0205

Prepared: Judi Gough, MSW, RSW Approved: Martha Irwin, Chair

	tests 40%
Books and Required Resources:	Substance Use and Abuse: Everything Matters by Csiernik, R. Publisher: Canadian Scholars Press Edition: second (2016) ISBN: 9781551308913
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p>Course Outcome 1.</p> <p>Define and discuss best practice, evidence based, and promising practices related to the prevention and treatment of concurrent disorders</p> <p>Learning Objectives 1.</p> <ul style="list-style-type: none"> a) Demonstrate ability to use credible sources to research best practice, evidence based and promising practices related to professional literature relevant to concurrent disorders b) Demonstrate ability to integrate and extract information from professional literature to enhance skills and knowledge c) Differentiate between major drug classifications and identify drugs within each d) Demonstrate basic knowledge of types of psychotropic psychiatric medications and common side effects and interactions with substances of abuse e) Explain drug tolerance and withdrawal within each drug classification (including alcohol) f) Understand and differentiate between different theories of addiction <p>Course Outcome 2.</p> <p>Describe and demonstrate effective engagement, screening, assessment and referral skills related to concurrent disorders</p> <p>Learning Objectives 2.</p> <ul style="list-style-type: none"> a) Demonstrate ability to apply skills necessary for effective engagement with clients who may have concurrent disorders to form a therapeutic relationship in a culturally competent manner



COURSE OUTLINE

SSW0205

3

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

- b) Demonstrate ability to identify symptoms of substance abuse or mental illness for the purposes of screening and assessment
- c) Demonstrate ability to complete objective documentation
- d) Demonstrate a working knowledge of key screening/assessment strategies and tools,
- e) Demonstrate knowledge of community resources and ability to refer clients to appropriate community resources
- f) Demonstrate ability to develop initial treatment goals in collaboration with clients
- g) Demonstrate ability to discuss and apply the Stages of Change Model
- h) Demonstrate social work values of self-determination, dignity, respect and client-centered relationships in all aspects of client service
- i) Demonstrate ability to understand and apply harm reduction strategies and approaches
- j) Demonstrate knowledge of forms of interventions congruent with treatment services for concurrent disorders (lifeskills, self-help, 12-step, spiritual and cultural practices, etc.)

Course Outcome 3.

Demonstrate knowledge of mental health, substance abuse and concurrent disorder services in Sault Ste. Marie and Algoma District and referral methods to identified organizations

Learning Objectives 3.

- a) Demonstrate knowledge of and ability to use Connex Ontario, Central Access and Referral, 211, the Algoma Model, and other community resources
- b) Demonstrate knowledge of the services, referral systems and eligibility criteria of key services/organizations
- c) Utilize effective problem solving and advocacy skills to advocate with or on behalf of clients, families or the community in relation to obtaining service

Course Outcome 4.

Demonstrate understanding of the sociocultural context of concurrent disorders and the systems designed to address these disorders

Learning Objectives 4.

- a) Identify key stakeholders in the delivery of services (local agencies, planning bodies,



COURSE OUTLINE

SSW0205

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

- government ministries and policies)
- b)Discuss systemic barriers to delivering services to individuals with concurrent and/or dual disorders
- c)Utilize effective advocacy skills to address stigma
- d)Identify the social determinants of health and sociocultural factors that impact on the development of concurrent/dual disorders and delivery of services
- e)Identify and integrate key risk and protective factors into understanding client situations and developing client goals

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. 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.

B. 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.

C. 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.



COURSE OUTLINE

SSW0205

Prepared: Judi Gough, MSW,RSW Approved: Martha Irwin, Chair

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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

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