



COURSE OUTLINE: SSW102 - CONCURRENT DISORDERS

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

Course Code: Title	SSW102: INTRODUCTION TO CONCURRENT DISORDERS
Program Number: Name	1203: SOCIAL SERV WORKER
Department:	SOCIAL SERVICES WORKER
Semesters/Terms:	19F
Course Description:	This course will provide students with introductory knowledge to increase understanding of concurrent disorders and their impact on individuals, families and communities. Students will increase their mental health literacy including factors related to positive mental health, components of positive mental health, recognizing signs and symptoms of selected mental illnesses along with substance use patterns. Students will understand the concepts and impact of social determinants of health and risk, resilience and protective factors on mental health and concurrent disorders. Students will understand the importance of identifying risk and protective factors, and using a culturally safe, anti-oppressive and strengths based approach to practice.
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:	SSW211
This course is a pre-requisite for:	SSW205
Vocational Learning Outcomes (VLO's) addressed in this course:	1203 - SOCIAL SERV WORKER
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
	VLO 2 Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
	VLO 3 Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
	VLO 4 Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.
	VLO 5 Advocate for appropriate access to resources to assist individuals, families, groups, and communities.
	VLO 6 Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
	VLO 7 Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.
	VLO 9 Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.



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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 5 Use a variety of thinking skills to anticipate and 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

Books and Required Resources: The last taboo: A survival guide to mental health care in Canada by Simmie, S. & Nunes, J. (2001)
 Publisher: McLelland & Stewart Ltd Edition: first
 ISBN: 0-7710-8063-8

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Define and describe a continuum of substance use	1.1 Differentiate between substance use, misuse, abuse and dependency related to alcohol and drugs 1.2 Describe common signs, symptoms and patterns of use and abuse of alcohol and various drugs 1.3 Demonstrate basic knowledge of types of psychotropic medications, common side effects and potential interactions with substances of abuse 1.4 Identify risk and protective factors related to drug and alcohol use and misuse 1.5 Explain the cultural and societal factors contributing to the development and sustaining of mental health and addictions issues
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Define and describe mental health and mental illness.	2.1 Develop a working definition of positive mental health 2.2 Describe signs and symptoms of common mental illnesses 2.3 Describe statistics on mental illness in Canada 2.4 Discuss common stereotypes, myths and impact of stigma on individuals and families 2.5 Identify risk and protective factors and discuss how they impact the development and sustainment of mental health disorders 2.6 Apply traits of positive mental health and strategies for developing and maintaining personal self-care

	2.7 Identify and apply strengths-based and recovery approaches to understanding and addressing the needs of individuals with concurrent and dual disorders 2.8 Recognize and discuss factors related to gender, culture, age, sexual orientation impacting on mental health
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Describe the relationship between substance use and mental illness.	3.1 Describe concurrent disorders 3.2 Describe the impact of concurrent disorders on individuals and their social environments (micro, mezzo and macro levels) 3.3 Identify the risk and protective factors related to the development and sustaining of concurrent disorders
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Define beginning levels of professional social service worker skills and knowledge required to assist individuals with mental health, substance abuse and/or concurrent disorders.	4.1 Identify common beliefs, values and attitudes that professional helpers may hold about concurrent and dual disorders 4.2 Discuss the social justice issues related to the rights of individuals with concurrent disorders 4.3 Identify the impact of stigma on individuals, families and communities 4.4 Identify and effectively use professional and evidence based resource material related to mental health, substance abuse and concurrent disorders 4.5 Identify and demonstrate professional and strength-based attitudes and approaches 4.6 Discuss culturally competent approaches to understanding and addressing concurrent disorders 4.7 Identify and address personal biases and attitudes one might have related to concurrent disorders

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Case studies	30%
Positive mental health assignment	20%
tests/exams	40%
Text questions	10%

Date:

July 14, 2019

Addendum:

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

