

COURSE NAME: MHA180 Introduction to Substance Abuse

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): none

COURSE DESCRIPTION

This course provides an introduction to the history of substance use and abuse, and the social context in which it exists. The course outlines various theories of substance use. In addition, this course explores cultural and societal influences that impact use and abuse, an overview of the most prevalent drugs of abuse, the common myths surrounding substance abuse, and current drug policy in Canada. This course also presents an overview of substance abuse screening and assessment, treatment settings and approaches, and an introduction to the nature of co-occurring mental health and substance use problems. Competencies related to interprofessional collaboration (collaborative practice) are introduced, and an opportunity to participate in a experiential field immersion activity is included. Students will have an opportunity to complete additional certification in Mental Health First Aid.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Recognize the broad context of substance use and abuse in Canada in terms of general definitions, historical overview, trends in consumption, and its impact on mental health.
 - 1.1 Identify relevant terms to substance use such as drugs, use, abuse, harm reduction, and recovery, in the broader context of mental health.
 - 1.2 Outline a brief history relating to common categories of drug use.
 - 1.3 Describe the relationship between physiology, drugs, and the brain, and the impact of some drugs on the development of mental disorders, including substance use disorders.
 - 1.4 Locate the sections in the Diagnostic and Statistical Manual DSM-5 that define and describe the criteria for tolerance, withdrawal, and a range of substance use disorders.
 - 1.5 Describe consumption patterns in Canada with respect to alcohol, prescription, and illicit drug use.
 - 1.6 Describe the costs of drug use including a wide variety of health and societal problems.
 - 1.7 Describe harm reduction as an approach to help manage substance use as a public mental health concern.
- 2.0 Analyze the factors influencing substance use and abuse.
 - 2.1 Identify the various biological, psychological, social, and spiritual factors that influence drug-taking behaviour.
 - 2.2 Describe the individual factors which influence drug-taking behaviour such as genetics, personality, values, and beliefs.
 - 2.3 Explain how factors of the immediate environment such as family, school, peers, and community influence drug-taking behaviour.
 - 2.4 Outline external influences that shape drug-taking behaviour such as culture, economy, and societal values.
- 3.0 Review the various myths and theories of substance use and abuse, and their influence on the development of various treatment responses.
 - 3.1 Identify the various myths about alcohol and drug use.

- 3.2 Appraise the identified myths in terms of pervasiveness, and impact on substance use treatment and recovery.
- 3.3 Discuss a range of theories of substance use including moral, disease, genetic, sociocultural and integrated theory.
- 3.4 Identify the services and settings associated in the continuum of care for substance use treatment and recovery.
- 3.5 Differentiate between voluntary and non-voluntary treatment.
- 3.6 Discuss the key aspects of the following treatment modalities, including individual direct, broad spectrum, group and family.
- 4.0 Identify and describe screening and assessment processes for clients that acknowledge the behavioral, social, and family characteristics associated with substance use.
 - 4.1 Describe the behavioral and social characteristics related to tolerance and withdrawal.
 - 4.2 Outline the phases of chemical addiction.
 - 4.3 Outline the appropriate use of relevant screening and assessment tools such as the CAGE, ADAT, and GAIN.
 - 4.4 Explain the stages used to understand the dynamics in the family system of a substance dependent person.
 - 4.5 Discuss the importance of social ties and family symptoms of substance use in the development of a comprehensive assessment.
- 5.0 Analyze Canadian federal and provincial drug laws in alcohol and drug prevention and deterrence, as reflected in policy and program development.
 - 5.1 Outline and delineate between relevant federal and provincial laws.
 - 5.2 Trace policy and program development resulting from federal and provincial laws.
 - 5.3 Evaluate and report on the evidence surrounding the effectiveness of federal and provincial laws.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Indigenous Wellness And Addictions Prevention

1. identify and demonstrate the use of various assessment techniques as it pertains to addictions counselling to identify client issues and needs in a helping relationship, including physiological and psychological effects on the human body and wellness.
2. explain the effects chemical and alcohol dependence have on wellness (physical, emotional, mental and spiritual).

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
3. Apply effective oral and written communication skills to enhance the quality of services.
4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.
5. Establish effective relationships with individuals, families, and community services that adhere to

professional, legal, and ethical standards and workplace policies and procedures.

7. Implement personal and professional strategies to improve job performance and work relationships.

8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Quizzes and Tests: 50%

Discussions and Reflections: 20%

Assignments and Presentations: 30%

PROGRAM SPECIFIC GRADING

Per College Grading System.

All evaluation items must be completed in order to receive credit for this course.

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required:

Csiernik, R. (2016). Substance use and abuse: Everything matters. Second edition. Toronto: Canadian Scholars' Press Inc. ISBN: 978-1-55130-891-3

Recommended:

Hancock, S. & McKim, W. (2018). Drugs and behaviour: An introduction to behavioural pharmacology. Eighth edition. New York: Pearson. ISBN: 978-0-134-40502-05 [looseleaf]

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

PowerPoint presentations/lectures, videos and documentaries, in-class and hybrid discussions, oral student presentations, case study, skills practice, and role plays.

Experiential field immersion activity. Mental Health First Aid training.

DELIVERY MODE

3 hours per week

This course is no longer considered equivalent to the online delivery option.

EXPERIENTIAL LEARNING

All full time programs of study at Canadore College provide students with the opportunity for experiential learning or applied research. This course provides students with an experiential learning opportunity through – Service Learning.

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.

