

COURSE NAME: MHA223 Interventions for Mental Health and Addictions II

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): MHA213
Corequisite Course(s): None

COURSE DESCRIPTION

In this course, an in-depth examination of a range of mental illnesses and their co-occurrence with addiction is undertaken. The socioeconomic and psychological impact of mental illness, addiction, and concurrent disorders on clients is explored. Best practices are reviewed and students learn how to screen and assess clients for the presence of concurrent disorders. Culturally-safe treatment and recovery-planning and evidence-based interventions are examined.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

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:

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| <p>1.0 Analyze best practices for working with individuals with concurrent disorders</p> <ul style="list-style-type: none">1.1 Describe best practices for screening, assessment, and treatment of a range of concurrent disorders1.2 Explain the role and scope of practice of the mental health & addiction worker1.3 Discuss the rationale for integrated treatment of concurrent disorders <p>2.0 Review the unique needs of persons with common combinations of concurrent disorders</p> <ul style="list-style-type: none">2.1 Outline the psychological and socioeconomic consequences of concurrent disorders for clients and their families2.2 Review the prevalence and influence of the stigma associated with mental health and addiction issues2.3 Describe socioeconomic barriers to treatment for concurrent disorders2.4 Describe and address the clinical challenges associated with specific combinations of mental disorders and substance use | <p>3.0 Demonstrate knowledge of evidence-based and culturally-safe practices and how to tailor their use to meet the needs of clients.</p> <ul style="list-style-type: none">3.1 Demonstrate familiarity with a range of evidence-based and culturally-safe screening and assessment instruments3.2 Recognize Indigenous perspectives within holistic approaches to health and wellness3.3 Implement evidence-based interventions in a timely and effective manner3.4 Demonstrate awareness of appropriate use of group interventions in the treatment of concurrent disorders3.5 Create individualized treatment plans with appropriate goals to support the recovery of clients living with concurrent disorders3.6 Demonstrate understanding of the important role of peer support as it relates to recovery3.7 Demonstrate knowledge of best practices for aftercare planning and follow-up3.8 Utilize case studies, towards assessment |
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options, treatment options and multi-disciplinary referrals

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

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.
6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families who are experiencing mental health and addiction issues.
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 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

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

No element of this course is optional. To receive a passing grade, all course work, tests/exams, and assignments must be completed satisfactorily.

Assignments: 30%

Class Discussions: 20%

Tests: 50%

PROGRAM SPECIFIC GRADING

Per College Grading System

60% to pass

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, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Atkins, C. 2014. Co-occurring disorders: integrated assessment and treatment of substance use and mental disorders. PESI Publishing & Media. ISBN: 9781936128549

Health Canada Best Practice Guidelines for Assessment and Treatment of Concurrent Disorders, provided on D2L

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.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Lecture, assigned reading, discussion, case studies, documentaries, utilizing online data and referral resources.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: <https://www.canadorecollege.ca/about/policies>.

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!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

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

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

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.