

COURSE NAME: MHA241 Relapse Prevention and Wellness

Credit Value: 2
Total Course Hours: 21
Prerequisite Course(s): MHA 213
Corequisite Course(s): None

COURSE DESCRIPTION

This course focuses on the theoretical foundations of relapse prevention and the skills involved in assisting clients to prevent relapse, and optimize wellness. Theories of relapse prevention are examined, and the common factors that contribute to relapse are discussed. Strategies for assisting clients in various stages of recovery are explored, including helping clients identify high-risk situations, personal strengths, and external resources.

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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| 1.0 Discuss the concept of relapse prevention and its significance to the field. | 3.1 Explore the essential components of prevention and health promotion. |
| 1.1 Define the term relapse and outline its origins. | 3.2 Recognize stigma as a barrier to sustaining recovery from mental illness. |
| 1.2 Review how theorists have conceptualized the addictive process in the context of a biopsychosocial orientation. | 3.3 Discuss the knowledge, skills and support that people with mental illness require for overall well-being. |
| 1.3 Outline the symptoms, patterns, and management of post-acute withdrawal. | 3.4 Identify various activities involved in planning and implementing a health promotion strategy. |
| 1.4 Review the stages of recovery from substance abuse. | 3.5 Practice evidence-based strategies to support client education, coping and empowerment. |
| 1.5 Explain the phases and warning signs of the relapse syndrome. | 3.6 Review the risks and implications of long-term pharmacological treatment for sustaining recovery from mental illness. |
| 1.6 Discuss the steps involved in relapse prevention planning. | |
| 2.0 Differentiate between various models used to explain relapse and relapse prevention. | |
| 2.1 Describe the key components of widely used relapse prevention models. | |
| 2.2 Use evidence-based assessment tools and strategies to evaluate level of risk for relapse and treatment outcome. | |
| 2.3 Compare and contrast various models of relapse prevention. | |
| 3.0 Delineate health promotion strategies to support recovery for people with mental illness. | |

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):

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.
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

Tests and quizzes (50%)

Assignments (25%)

Case Studies and Role Play (25%)

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

PROGRAM SPECIFIC GRADING

Per College Grading System

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:

Gorski, T., Miller, M., & Martin, J. (1986). *Staying sober: A guide for relapse prevention*. Independence Press.

Herie, M. & Watkin-Merek, L. (2006). *Structured Relapse Prevention: An Outpatient Counseling Approach*. 2nd Edition. CAMH.

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, case study examples, small group discussion and activities

DELIVERY MODE

3 hours per week of in-class instruction for 7 weeks

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.