
COURSE NAME:	MHA250 Trauma-Informed Relapse Prevention & Crisis Intervention
Credit Value:	4
Total Course Hours:	56
Prerequisite Course(s):	MHA 213
Corequisite Course(s):	None

COURSE DESCRIPTION

This course assists students to continue to develop their skills in trauma-informed practice, while examining the theories and skills associated with crisis intervention and relapse prevention. Students review evidence-based practices for suicide risk assessment, and intervention. Theories of relapse prevention are examined, and strategies for assisting clients in various stages of recovery are explored.

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 Outline principles and practical strategies of trauma informed practice, and their importance to crisis intervention and relapse prevention.
 - 1.1 Describe the origins and principles of trauma-informed practice.
 - 1.2 Articulate possible implications of systemic trauma (racism, ongoing colonization, etc.) for individuals and communities.
 - 1.3 Examine a range of reactions following a traumatic event, and the factors that influence these reactions.
 - 1.4 Discuss the role of trauma in crisis and relapse.
 - 1.5 Identify and describe Adverse Childhood Experiences, and the role they may play in relapse prevention and crisis intervention.
 - 1.6 Explore the related phenomena of vicarious trauma, compassion fatigue, and burnout.
 - 1.7 Analyze the applicability of safe and effective use of self and radical self-care as these concepts relate to working in crisis.
- 2.0 Differentiate between various models used to explain relapse and relapse prevention.
 - 2.1 Review the stages of recovery from substance abuse.
 - 2.2 Define the term relapse and its origins.
 - 2.3 Compare various models of relapse prevention, describing key elements of each.
 - 2.4 Outline the symptoms, patterns, and management of post-acute withdrawal syndrome.
 - 2.5 Explain the underlying processes and signs of relapse.
 - 2.6 Develop a fulsome relapse prevention plan, including an analysis of social and structural determinants of health.
- 3.0 Examine the theoretical foundations and practical applications of crisis intervention.
 - 3.1 Identify the types of crises in the human experience.
 - 3.2 Describe common characteristics of a crisis prone person, and factors that increase the risk of crisis events, including treatment amenability, substance use, and the potential for violence.
 - 3.3 Outline the stages of crisis and crisis intervention.
 - 3.4 Differentiate between crisis intervention and other psychotherapeutic interventions.
 - 3.5 Identify local social service agencies involved in crisis, including their roles and approaches.
 - 3.6 Describe the benefits of an interdisciplinary approach to crisis response.
 - 3.7 Practice the skills necessary to conduct an

effective interviewing for persons in crisis.

4.0 Practice trauma specific interventions that emphasize safety, choice, cultural safety, and personal control.

4.1 Prepare a Mental Status Examination (MSE).

4.2 Use evidence-based assessment tools and strategies to evaluate risk and treatment outcomes.

4.3 Examine the relationships between suicide

and mental health problems and addiction.

4.4 Explore attitudes, myths, and assumptions related to suicide.

4.5 Contrast dominant assumptions of studying and preventing suicide with decolonial approaches.

4.6 Complete a suicide risk-assessment to identify persons at heightened risk of suicide.

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.
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.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Quizzes 50%

Assignments 50%

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

None

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

Required Resources:

Title 1: From the Ashes My Story of Being Mtis, Homeless, and Finding My Way
 ISBN 1: ISBN13: 9781982101213
 Edition 1: 1st

Title 2: A Guide to Crisis Intervention.
 ISBN 2: ISBN-10: 9781337566414
 Edition 2: 6th

Other Resources:

Required: From the Ashes: My Story of Being Mtis, Homeless, and Finding My Way
 Thistle, Jesse

Required: A Guide to Crisis Intervention (6th)
 Kanel, Kristi

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

Lecture, assigned readings, discussions, role plays, simulation.

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.

EXPERIENTIAL LEARNING

All full-time programs of study at Canadore College strive to provide students with the opportunity for experiential learning. This course provides students with an experiential learning opportunity through:

Workplace/Lab Simulation (EL)

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.