



## EFFECTIVE: SEPTEMBER, 2007 CURRICULUM GUIDELINES

A. Division: **Education** Effective September, 2007

B. Department / Program Area: **Faculty of Child, Family and Community Studies  
Community Social Service Worker** Revision  New Course

If Revision, Section(s) Revised: **C**

Date of Previous Revision: **September 27, 2006**

Date of Current Revision: **August, 2007**

C: **CODS 5100** D: **Co-Occurring Disorders: Introduction** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p style="text-align: center;"><b>This course will focus on understanding the etiology and nature of co-occurring disorders. Students will explore basic concepts of mental illness and addiction. Students will examine the use of current DSM as a reference tool for understanding mental illness and addiction disorders. Models for the delivery of services to clients with co-occurring disorders will be examined from a theoretical applied perspective. The current (BC) system will be critically examined from an evident-based, best practice perspective.</b></p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor) <b>60</b></p> <p>Number of Weeks per Semester: <b>Flexible delivery ranging over 2-15 weeks</b></p>	<p>H: Course Prerequisites: <b>None</b></p>							
	<p>I: Course Corequisites: <b>None</b></p>							
	<p>J: Course for which this Course is a Prerequisite <b>CODS 5200</b></p>							
	<p>K: Maximum Class Size: <b>30</b></p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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**M: Course Objectives / Learning Outcomes**

Upon successful completion of this course, the student will be able to:

- 1. Articulate theoretical perspectives**
  - Define co-occurring disorders.
  - Describe mental illness and addiction from a practical and clinical viewpoint.
  - Understand the structure and application of DSM for clinical diagnosis of mental illness and addiction.
  - Explain primary diagnosis most commonly associated with co-occurring disorders.
  - Describe the various types, uses, and side effects of prescription medication.
  - Describe the impact of inappropriate use or non-compliance use of medication.
  - Understand the potential interactions between psychiatric medications and drugs of abuse.
  - Describe the effects of substance abuse on the course of mental disorders.
  - Describe how mental disorders impact substance abuse.
  - Understand patterns and prevalence of substance abuse among persons with mental disorders.
- 2. Describe current and historical attitudes and policies.**
  - Demonstrate an understanding of past and present attitudes towards mental illness and addiction.
  - Demonstrate an ability to challenge popular yet inaccurate beliefs regarding these illnesses.
  - Demonstrate understanding of current and future policy and practice directions for persons with a co-occurring disorder.
  - List the cultural barriers that may be present in the treatment and support for persons with a co-occurring disorder.
- 3. Understand professional roles with respect to working with persons with co-occurring disorders.**
  - Demonstrate understanding of current and best practice approaches to treating and supporting persons with a co-occurring illness.
  - Describe the roles of various professionals who work with persons with a co-occurring disorder.
  - Identifies the importance of worker self-awareness and values for working with clients.
  - Describe front-line worker roles and responsibilities in treating and supporting those with a co-occurring illness.
  - Describe the role of family and other support networks in helping people with a co-occurring disorder.
- 4. Describe best practice treatment intervention for co-occurring disorder.**
  - Define best practice treatment and support practice for clients with mental illness, addiction and co-occurring illness.
  - Explain the importance of a strengths approach that mobilizes clients' abilities.
  - Define the difference between sequential, parallel, and integrated treatment of co-occurring disorders.
  - Define the recovery and relapse prevention strategies to support persons with a co-occurring illness.
  - List currently available services for persons with co-occurring disorders.

**N: Course Content: The following global ideas guide the design and delivery of this course:**

- Services for clients who have a co-occurring disorder are best provided simultaneously by the same practitioner within the same organization as opposed to traditional models involving sequential or parallel approaches.
- Values, attitudes and beliefs influence and shape our interaction with persons with co-occurring disorders.
- Research demonstrates that comorbidity of mental disorders and substance abuse should be considered an expectation rather than an exception.
- Mental illness and addiction are medical conditions and should be treated and supported as any other illness.
- Knowledge is the first step to understanding mental illness and addiction and if applied without bias can lead to better care and treatment for people with co-occurring disorders.
- People possess an inherent capacity and resiliency that can, given an opportunity, mobilize change.

<ul style="list-style-type: none"> <li>• <b>Mental illness and addiction affects not only the mind, body and spirit of the individual but also impacts the health of families, the workplace and society in general.</b></li> <li>• <b>Conceptual knowledge of mental illness and addiction is necessary but insufficient for competent practice. It must be balanced with and supported by a caring attitude, empathy, sensitivity and acceptance.</b></li> <li>• <b>Mental illness and addictions singularly can be devastating and destructive illnesses, when they occur together (co-occurring) the difficulties become much more apparent and difficult to treat.</b></li> <li>• <b>Self-awareness regarding one’s personal values and needs, the influence of one’s past experiences, and respect for the limits of one’s knowledge/ability and professional role, are essential prerequisites for skillful helping with persons with co-occurring illness.</b></li> </ul>
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> <li>• <b>Lecture</b></li> <li>• <b>Group work</b></li> <li>• <b>Student presentations</b></li> <li>• <b>Guest speakers</b></li> <li>• <b>Audio-visual presentations</b></li> </ul>
<p>P: Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> <li>• <b>Written assignments</b></li> <li>• <b>Group presentations</b></li> <li>• <b>Exams</b></li> <li>• <b>Class activity participation</b></li> <li>• <b>Case study evaluation</b></li> </ul>
<p>R: Prior Learning Assessment and Recognition:</p> <p><b>Available for PLAR</b></p>

Course Designer(s): **John Fox/Bob Shebib**

Education Council / Curriculum Committee Representative

Dean: **Jan Carrie**

Registrar