



**Douglas
College**

**EFFECTIVE: SEPTEMBER, 2007
CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **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:
Date of Current Revision: **August, 2007**

C: **CODS 5222** D: **Counselling Skills for Persons with Co-Occurring Disorders** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This methods course continues to develop concepts introduced in CODS 5122. Students will explore concepts and theories for working with groups and families. Students will have an opportunity to develop their practice versatility by application of selected intervention models.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week / semester for each descriptor) 60 hours Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	H: Course Prerequisites: CODS 5122	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite: None	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate ability to access evidence based co-occurring disorders research as a guide for working with individual and groups 2. Demonstrate advanced level counselling techniques when working with individuals with a co-occurring disorder (e.g., strengths based, motivational interviewing, cognitive behavioural therapy) 3. Describe types of groups used in the treatment of co-occurring disorders (e.g., education, persuasion, therapeutic, social skills, assertiveness, relapse prevention) 4. Identify and describe the principles of self-help groups including 12-step principles 5. Demonstrate essential skills for designing and running groups (e.g., norms, cohesion, process and task functions, trust, group communication, problems solving, overcoming obstacles) 6. Identify family dynamics from a family systems theory perspective, including dysfunctional patterns such as co-dependency 7. Understand the impact of addiction and mental disorders on families (e.g., stress from attending to legal and other crisis situations, potential for physical violence, monetary expenses, high level of communicative conflict) 8. Describe ways to assist families to reduce the impact of co-occurring disorders on family functioning (e.g., stress management, reducing blame and enabling behaviour, teaching family skills for relapse prevention). 9. Apply the concepts of the stages of change/transtheoretical model to working with families and groups.
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Substance abuse and the challenges of dealing with a major mental illness can have a heavy impact on family functioning. • Families are an important component of integrated strengths based treatment for persons with co-occurring disorders. • Families play an important role in buffering the impact of stress on clients with co-occurring disorders; conversely, the loss of family support is associated with increased potential for persons with co-occurring disorders to become homeless. • Best practice intervention promotes the use of groups for the treatment of co-occurring disorders as an effecting intervention methodology that offers the advantages of social and educational support • Best practice intervention with individuals, families, and groups are best planned with an understanding of each client’s motivation for change using the stages of change/transtheoretical model. • Effective counsellors are able to draw on a wide range of communication and counselling skills that are differentially applied depending on the unique needs and cultures of individuals, families and groups.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Group work • Student presentations • Guest speakers • Audio-visual presentation
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
Q:	<p>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"> • Written assignments • Group presentations • Exams • Class activity participation • Case study evaluation

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

This course is available for PLAR.

Course Designer(s): Bob Shebib/John Fox

Education Council / Curriculum Committee Representative

Dean: Jan Carrie

Registrar

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