

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-1135
<b>Short Title:</b>	Concurrent Disorders Plan 1
<b>Long Title:</b>	Concurrent Disorders Planning 1
<b>Prerequisites:</b>	Understanding Substance Use (COUN-1100)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	AD410 – Concurrent Disorders Planning – Level 1
<b>Course First Offered:</b>	October 2004

<b>Credits:</b>	1.0
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### Course Description

This course covers key issues in treatment planning when working with clients affected by concurrent disorders including: definitions, terms, and classification systems; the interaction between mental health and addiction; and basic principles of screening, assessment and treatment planning. Course format includes a focus on experiential learning, with an emphasis on the role of service providers as agents of change.

### Course Goals

At the end of this 2 day course, learners will be able to discuss the key concepts, theories and models in screening, assessment, and treatment planning for concurrent (mental health/substance use) disorders.

### Learning Outcomes

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

1. Identify general issues in screening and assessment of substance use and mental health.
2. Describe and examine issues related to the treatment of mood and anxiety disorders, serious and persistent mental illness, and personality disorders, including the development, maintenance and impact of the therapeutic relationship.
3. Outline the Stages of Treatment and Transtheoretical Model of Change, and related therapeutic tasks, interventions and outcome indicators in the context of concurrent disorder treatment.
4. Apply assessment and treatment planning principles using key assessment and treatment matching strategies.

### Course Topics/Content

- Alcohol/Drug Use & Mental Health
- Concurrent Disorders: guide to screening and assessment
- Screening, Assessment & Treatment of Mood & Anxiety Disorders, Serious & Persistent Mental Disorders & Personality Disorders

- The Stages of Treatment
- Concurrent Disorders Treatment Planning

### Text & Resource Materials

All materials will be provided in class.

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	14

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

100% attendance.

Active participation in all classes.

Successful completion of written assignment for Substance Use Certificate.

### Course Grading Scheme\*

- JIBC1 (A to F)     
 JIBC2 (MAS/NMA)     
 JIBC3(CM/IN)     
 JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

## Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

## JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.