

Justice Institute of British Columbia COURSE OUTLINE

Course Code: AD400

Course Title: Understanding Substance Use

Prerequisite Courses:

School: School of Community and Social Justice

Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building

Previous Course Code & Title:

Course First Offered:

# of Credits:	1.0
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Course Description:

This course will provide you with an overview of current key concepts and models in the field of substance use. You will gain an understanding of the bio-psycho-social-spiritual model as well as the harm-reduction approach to practice. You will learn about the impact of substance use on the individual, family, and community. You will be able to identify existing barriers to accessing help and have the opportunity to explore ethical issues and challenges working with clients. This course is a prerequisite for all courses in the Substance Use Certificate.

Course Goal(s):

At the end of the 14 hour, 2 day course, participants will be able to discuss the core concepts of problematic substance use including current and emerging approaches to treatment and policy development.

Learning Outcomes:

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

1. Discuss substance use pharmacological classifications and trends.
2. Describe the continuum of risk and the development of dependence.
3. Discuss the prevalence of substance use in Canada and British Columbia.
4. Discuss the historical models used to understand substance use and treatment approaches.
5. Describe the bio-psycho-social-spiritual model and the harm reduction approach.
6. Discuss the change model as it relates to substance use treatment and the use of motivational interviewing to support change.
7. Identify best practices in substance use treatment.
8. Determine the services available on the service system continuum and possible barriers to treatment.
9. Discuss impact of problematic use on family.
10. Consider and explore current ethical issues and challenges in the field.

Course Topics/Content:

- Pharmacological classifications and trends
- Continuum of risk and the development of dependence
- Substance use demographics in British Columbia and Canada
- Historical models used to understand substance use and treatment approaches
- The bio-psycho-social-spiritual model
- The harm reduction approach
- The change model as it relates to substance use treatment and the use of motivational interviewing to support change
- Best practices in substance use treatment
- The service system continuum
- Barriers to treatment
- Impact of substance use on the family unit
- Current ethical issues and challenges in the field
- Review of the Substance Use Certificate courses

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Successful completion of written assignment for Substance Use Certificate

Other Course Guidelines, Procedures and Comments:

This course is required for the Substance Use Certificate.

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/programs-courses/jibc-calendar/student-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.

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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.