

Justice Institute of British Columbia COURSE OUTLINE

Course Code: AD410

Course Title: Concurrent Disorders Planning – Level 1

Prerequisite Courses: Understanding Substance Use (AD400)

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 covers key issues in treatment planning. Topics include: 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. (This course replaces Mental Health Issues and Substance Use [#AD402]. Individuals who have completed #AD402 as part of the Substance Use Certificate are not required to take this course.)

Course Goal(s):

At the end of this 14 hour, 2 day course, participants 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 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 in large and small 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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

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.

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.