



<b>Course Number</b> IPHE 503	<b>SOWK</b> L01	<b>Classroom</b>	<b>Online Zoom Sessions</b>
<b>Course Name</b>	<b>Interprofessional Practice in Addictions (and Co-Occurring Disorders)</b>		
<b>Day(s)</b>	<b>Thursdays: Jan. 16; Feb. 13; Mar.5; Mar. 26; Apr. 9</b>	<b>Time</b>	<b>6:00pm – 7:30pm MST</b>
<b>Instructor</b>	<b>Tara Collins, PhD Candidate</b>	<b>Office Hours/Location</b>	<b>By appointment or during optional zoom session on Jan. 30<sup>th</sup> from 6:00pm-7:00pm</b>
<b>E-mail</b>	<b>tara.collins2@ucalgary.ca</b>	<b>Phone</b>	<b>306-951-0314</b>

**SYLLABUS STATEMENT**

Students from different helping professions come together to examine aspects of addictions assessment, treatment and recovery and issues of co-occurring mental health disorders in an interprofessional context. Studies include the complex array of treatments, programs and supports available in a Canadian context, and critical examination of the ancillary issues of community care, and other support services that are required for successful recovery and relapse prevention for those with addictive disorders and co-occurring mental health issues.

**COURSE DESCRIPTION**

The course provides a broad overview of the field of addictions and complications that arise when there is a co-occurring mental illness. It will make use of case studies to assist students in their understanding of the complexity of issues facing individuals with addictions, their family members, and treatment providers.

Please note that there are two major goals of this course: 1] to link theory to practice so that students are prepared to fill professional roles in the community in the area of mental health and addictions and 2] to provide opportunities for students to explore and experience interprofessional dialogue in small group settings.

Prerequisite(s): *One of Community Rehabilitation 209, 435, Kinesiology 355, Nursing 303, 305, Psychology 203, 205, Social Work 300, 302, 304, 306, 363 or consent of the instructor(s).*

**COURSE LEARNING OUTCOMES**

By the end of the course, learners will:

1. Demonstrate a critical understanding of the multiple aspects of addictions from diagnosis to treatment best practices, treatment programs, systems of care, and relevant social policy.
2. Demonstrate skills in interprofessional practice that utilize best practices in interprofessional collaboration and treatment delivery.

3. Appraise the literature and research base that underpins understanding, care and delivery of services to persons with dual disorders.
4. Analyze and evaluate the current discourses on substance abuse strategies, including harm reduction models.
5. Articulate understanding of the beliefs and philosophy of 12-step approaches to recovery.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Herie, M. and Skinner, W.J. (Eds.) (2014). *Fundamentals of addiction: A practical guide for counsellors*. Toronto, ON: Centre for Addictions and Mental Health (CAMH).

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials.
- A laptop, desktop or mobile device with internet access, microphone and speaker is also required for Zoom access.

**RELATIONSHIP TO OTHER COURSES**

This course builds upon foundational knowledge acquired in courses such as mental health nursing, human behavior and the social environment, introductory and developmental psychology, and community rehabilitation practice.

**CLASS SCHEDULE**

Through weekly readings, D2L content (including videos, PowerPoints and readings), and regular online zoom sessions (links can be found on D2L), the content of IPHE 503 will provide students with an understanding of addictions and co-occurring mental health challenges. A weekly learning activities checklist can be found on D2L which includes activities to be completed for the week.

Date	Topic	Readings/Assignments Due
Jan 13 – 19 <b>Zoom Session</b> <b>Thurs. Jan. 16, 2020:</b> <b>6PM – 7:30PM MST</b> <b>(Introduction to the Course)</b>	1. Introduction, theoretical models of addictions.	Herie & Skinner (2014) Ch. 1, 2
Jan. 20– 26	2. Pharmacology, pharmacokinetics: what the body does to the drugs, what the drugs do to the body.	Herie & Skinner (2014) Ch. 6  <b>Discussion &amp; Response Post 1 due Jan. 26<sup>th</sup> by 11:59 pm</b>
Jan. 27 – Feb. 2 <b>***Optional Zoom Session Assignment Question Period</b>	3. Examination of alcohol and other substances and their effects.	Ch. 7

<b>Thurs. Jan. 30 6PM – 7PM MST</b>		
Feb. 3 – 9	4. Substance Abuse disorders: Types of substance use patterns, prevalence	Herie & Skinner (2014) Ch. 8, 12  <b>Assignment #1 due Feb. 6 @ 11:59 pm</b>
Feb. 10 – 16 <b>Zoom Session Thurs. Feb. 13 6PM – 7:30PM MST</b>	5. Professional roles in substance abuse treatment; relationship to interprofessional practice; important interprofessional practice skills	No assigned readings from class text. Please see D2L for resources.  <b>Discussion &amp; Response Post 2 due Feb. 16<sup>th</sup> by 11:59 pm</b>
	<b>WINTER BREAK FEB 17 – 23</b>	
Feb. 24 – Mar. 1	6. Treatment programs: levels of care and continuum of care Treatment approaches	Herie & Skinner (2014) Ch. 3, 5, 9
Mar. 2 – 8 <b>Zoom Session Thurs. Mar. 5 6PM – 7:30PM MST</b>	7. Co-existing mental health disorders; mental health overlaps in clinical presentation. Gambling and other addictions	Herie & Skinner (2014) Ch. 16  <b>Discussion &amp; Response Post 3 due Mar. 8<sup>th</sup> by 11:59 pm</b>
Mar. 9 – 15	8. Ethics and ethical dilemmas in addictions	<b>Find your Project Group on the D2L course</b>  <b>Responses to Assignment 2 due Mar. 13<sup>th</sup> @ 11:59 pm</b>
Mar. 16 – 22 Group presentations	9. Harm reduction and public policy controversy: limits and challenges of the addiction concept; Relapse	Herie & Skinner (2014) Ch. 4
Mar. 23 – 29 Group presentations  <b>Zoom Session Thurs. Mar. 26 6PM – 7:30PM MST</b>	10. Special Topics* Substance abuse and homelessness Addictions and trauma informed care (Ch. 17) Addictions and seniors (Ch. 23)	For the relevant chapter(s), see course text  <b>Discussion &amp; Response Post 4 due Mar. 29<sup>th</sup> by 11:59 pm</b>

Mar. 30 – April 5 Group presentations	11. Special Topics* Addictions in correctional settings LGBT issues in addictions (Ch. 25) Adolescent drug use/abuse (Ch. 22)	For the relevant chapter(s), see course text
April 6 – April 12 Group Presentations  <b>Zoom Session</b> <b>Thurs. Apr. 9</b> <b>6PM – 7:30PM MST</b>	12. Special Topics Indigenous Communities (Ch. 24) Domestic violence and addictions FASD (Ch. 18) Behavioral Addictions (Ch. 20)  Final reflections	For the relevant chapter(s), see course text       <b>Discussion &amp; Response Post 5 due April 12<sup>th</sup> by 11:59 pm</b>

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>				
<b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b>				
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.				
<b><u>CLASS RECORDINGS</u></b>				
<b><u>Media recording for assessment of student learning</u></b>				
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.				
<b><u>Zoom recordings of online classes</u></b>				
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.				
<b>ASSESSMENT COMPONENTS</b>				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<b>Assignment 1</b>	<b>Experiential Reflection Paper</b>	<b>Feb. 6, 2020 by 11:59pm</b>	<b>25%</b>	<b>LO 1, 2, 3, 4, 5</b>

Within the first 2 weeks of the course, each student will attend a 12-step meeting (e.g., Alcoholics Anonymous, Narcotics Anonymous, etc.). 12-step meeting schedules are located online and meetings take place throughout the country. Please note that members of AA and related groups have traditionally welcomed students who wish to learn more about the program. Students should identify themselves as students who are there for educational purposes and ensure that permission is sought to attend the meeting. Please ensure that you that you will respect the confidentiality of the meeting and participants. **Please do not attend in groups – one other person is acceptable, not a group.** If attending 12-step meetings is currently part of your life or if you have attended a meeting or meetings in the past (for personal or academic reasons), for the purpose of this assignment please attend a different meeting than the one you usually attend/have previously attended. For example, if you have previously attended an NA meeting, you would attend an AA, Al-Anon meeting, etc.

After attending a meeting, reflect on the experience in a 5-6 page paper, part personal reflection and part critical (scholarly) reflection on 12-step programs. A *minimum* of 5 references is required.

Your paper should address the following:

- A description of your personal experience attending the meeting;
- Pre-existing beliefs about addictions and 12-step programs that were confirmed, modified, or challenged as a result of this experience;
- A brief description of 12-step programs and their approach to recovery;
- The evidence in support and/or against 12-step programs; and how you will integrate what you have learned into your practice as a health care professional.

Submit your full paper to the Dropbox titled, "Assignment #1: Experiential Reflection Paper (12-Step Meeting)."

Assessment rubrics will be provided in class/posted on D2L.

<b>Assignment 2</b>	<b>Paper on Treatment Approach</b>	<b>Mar. 13, 2020 by 11:59 pm</b>	<b>30%</b>	<b>1,2,3,4</b>
<p>A paper (5-7 pages) exploring a treatment approach for addictive disorders (e.g., facilitated 12-step, motivational interviewing, cognitive behavioral therapy, etc.) that includes:</p> <ul style="list-style-type: none"> <li>- A brief description of the treatment approach;</li> <li>- Exploring controversies or contradictions raised in the literature;</li> <li>- Identifying limitations of this approach;</li> <li>- Identifying populations that are served/not served by this approach; and</li> <li>- Your own assessment of the treatment approach.</li> </ul> <p>Assessment rubrics will be provided in class/posted on D2L.</p>				
<b>Assignment 3</b>	<b>Group Presentation</b>	<b>According to group assignment, post presentation by Sunday at 11:59 pm of your</b>	<b>30%</b>	<b>1, 2, 3, 4</b>

		<b>assigned week</b>		
<p>Each group has been assigned a specific topic from the list found in the class schedule. During your assigned presentation week your group will be responsible for posting a 15-20 slide PowerPoint presentation (excluding references) with a summary of 3-5 key evidence-based issues relevant to your topic AND at least 2 discussion questions for fellow students to respond to. Your presentation will incorporate class materials/readings (a <i>minimum</i> of 7 academic references). The group is responsible for monitoring, responding and facilitating the discussion on its topic during this week. At the end of the week (<b>deadline Sunday at 11:59 pm</b>), your group will post a short summary of themes from the class discussion.</p> <p>A discussion board will be created for each group prior to their assigned week. Due to the interactive nature of this assignment, students/groups who do not participate in posting a presentation with their assigned project team by the due date will receive a grade of “zero.”</p> <p>Assessment rubrics will be provided in class/posted on D2L.</p>				
<b>Assignment 4</b>	<b>Participation</b>	<b>Weekly posts due the Sunday end of the assigned weeks (Jan. 26; Feb. 16; Mar. 8; Mar. 29; Apr. 12) by 11:59pm</b>	<b>15% (10% for post &amp; responses; 5% for participation in zoom sessions)</b>	<b>1,3,4</b>
<p>The participation mark will be comprised of two components: individual participation in Zoom sessions and discussion posts. It is not required that you read every peer’s post weekly; choose 3-6 to review and respond to at least one. There are 5 allotted weeks for discussion posts and response worth 2% weekly in total for the main post and responses to peers. Students will be expected to respond to two of their peer’s discussion posts.</p> <p>There are 5 zoom sessions students are expected to attend and participate in worth 5% of the participation mark (1% per zoom session).</p> <p>Five discussions will include posting on the Question of the Week (1-2 paragraphs with at least one academic reference per post) as well as reading and responding to classmates’ posts. Postings must be completed within the week in which the new question is posted.</p> <p>All of the discussion topics will be open three weeks prior to the due date so there will be ample time for a main post and response posts to be completed.</p> <p>Assessment rubrics will be provided in class/posted on D2L.</p> <p><b>Please note that the instructor can view your participation in the course (including information on logins and information accessed). The instructor will be able to determine whether you accessed all module materials, and how many posts you have authored/read.</b></p>				

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

All assignments are to be handed in at or before the date and time as specified in the course outline. Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibilities to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94

B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

#### COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.



Students are welcome to discuss the process and content of the course at any time with the instructor.

#### **ADDITIONAL SUGGESTED READINGS**

##### **Recommended Web Sites:**

Canadian Centre on Drug Abuse (2017). Retrieved from <http://www.ccsa.ca/Eng/Pages/default.aspx>

Center for Substance Abuse Treatment (2017). Retrieved from <https://www.samhsa.gov/about-us/who-we-are/offices-centers/csat>

Health Canada (2017, August 11). Retrieved from <http://www.hc-sc.gc.ca/index-eng.php>

National Institute of Mental Health (NIMH) (2017). Retrieved from <https://www.nimh.nih.gov/index.shtml>

Substance Abuse and Mental Health Services Administration (SAMSHA) (2017). Retrieved from: <https://www.samhsa.gov/>

**Please consult the course text for excellent bibliographies on selected topics. The following are supplemental.**

Csiernik, R. (2016). *Substance use and abuse: Everything matters (2<sup>nd</sup> ed.)*. Toronto, ON: Canadian Scholars Press.

Doweiko, H. (2018). *Concepts of chemical dependency (10<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks Cole.

Ginsburg, L. & Tregunno, D. (2005) New approaches to interprofessional education and collaborative practice: Lessons from the organizational change literature. *Journal of Interprofessional Care*, 177 – 187. doi: 10.1080/13561820500083105

Khenti, A., Thomas, F., Mohamoud, S., Diaz, P., Vaccarino, O., Dunbar, K., & Sapag, J. (2017). Mental health and addictions capacity building for community health centres in Ontario. *Canadian Family Physician*, 63(10), e416-e424. <https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC5638489/pdf/063e416.pdf>

Konkoly-Thege, B., Colman, I., el-Guebaly, N., Hodgins, D., Patten, S., Schopflocher, D, Wolfe, J., & Wild, T. C. (2015). Social judgments of behavioral versus substance-related addictions: A population-based study. *Science Direct*, 42, 24-31.

<http://dx.doi.org/10.1016/j.addbeh.2014.10.025>

Wood, E. (2018). Strategies for reducing opioid-overdose deaths -- Lessons from Canada. *The New England Journal of Medicine*, 378(17), 1565-1567. doi: 10.1056/NEJMp1800216

Zilberman, N., Yadid, G., Efrati, Y., Neumark, Y., & Rassevsky, Y. (2018). Personality profiles of substance and behavioral addictions. *Addictive Behaviors*, 22, 174-181.

<https://doi.org/10.1016/j.addbeh.2018.03.007>.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**