

COURSE NAME: IWA214 Understanding Concurrent Disorders in Indigenous Populations

Credit Value: 1
Total Course Hours: 21
Prerequisite Course(s): I
Corequisite Course(s): none

COURSE DESCRIPTION

This course will begin with the students exploring the understanding of the foundational wisdom of the land, wisdom about our place in creation and how our Ancestors maintained the understanding of health, wellness, balance, concurrent issues and concurrent disorders. The experience of concurrent disorders and concurrent issues in Indigenous societies includes the historical causes and the socioeconomic and political issues experienced by Indigenous people. Students will learn the long-term intergenerational impacts of oppression. The concept of concurrent disorders will be discussed and students will learn how to become "Concurrent Disorders Capable" and deal with clients with concurrent disorders positively and professionally. Students will learn the importance of inter-professional collaboration and cooperation between health care and human service professionals when working with Indigenous individuals who are diagnosed with concurrent disorders.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Understand Indigenous Peoples foundational understanding about health, wellness, balance, concurrent issues, and concurrent disorders.</p> <p>1.1 Discuss how Indigenous health, wellness, balance was maintained before colonization.</p> <p>1.2 Discuss and analyze how concurrent disorders were maintained before colonization.</p> <p>1.3 Knowing how Indigenous Peoples' foundational wisdom about maintaining harmony within the ecology of the land informed how Indigenous People prior to contact contextualized and worked with concurrent issues and concurrent disorders.</p> <p>1.4 Knowing how Indigenous Peoples' prior to contact contextualized and worked with the ecology of the land to, and how harmony with the ecology of the land was maintained.</p> | <p>2.0 Define what is meant by the terms Concurrent Disorders and Concurrent Disorders Capable.</p> <p>2.1 Define what is meant by the term concurrent disorders in the Province.</p> <p>2.2 Define what is meant by Concurrent Disorders in Indigenous Societies.</p> <p>2.3 To compare and contrast Indigenous and Western definitions of Concurrent Disorders.</p> <p>2.4 Recognize the terminology used in the study of Concurrent Disorders.</p> <p>3.0 Demonstrate an understanding of Concurrent Disorders from a client perspective.</p> <p>3.1 Recognize the mental health determinates' for Indigenous people with concurrent disorders.</p> <p>3.2 Discuss the emotional impact of concurrent disorders for Indigenous individuals, families,</p> |
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and communities.

3.3 Discuss the importance of working with co-occurring addictions and mental health.

3.4 Recognise the framework of "culture as treatment" in understanding the unique needs of Indigenous clients with concurrent disorders.

3.5 Describe the long-term effects for clients of long-term treatment with multiple medications.

4.0 Demonstrate an understanding of concurrent disorders from a systems perspective.

4.1 Describe how the health care and social services systems respond to the challenge of concurrent disorders in western and Indigenous society.

4.2 Explain the roles and responsibilities of the Indigenous counsellor in the context of concurrent disorders.

4.3 Discuss how the breakdown of traditional family roles from residential school, sixties scoop, intergenerational trauma, exacerbates the suffering of those with concurrent disorders.

4.4 Discuss the potential for family to exacerbate or improve the suffering of those with concurrent disorders.

4.5 Discuss the potential for a community to exacerbate or improve the suffering of those with concurrent disorders.

5.0 Recognize and describe best practices for working with individuals with concurrent disorders.

5.1 Discuss the Indigenous Wellness

Framework.

5.2 Discuss issues of Diagnosis. What is the DSM?

5.3 Discuss "Questions about the Diagnostic and Statistical Manual of Mental Disorders.

5.4 Discuss cultural bias and cultural resiliency factors in relationship to working with concurrent disorders.

5.5 Recognise the importance of the Medicine Wheel as representing a circle of care.

5.6 Describe Indigenous best practices for screening, and assessment of concurrent disorders.

5.7 Describe how to create a multi-disciplinary team approach of effective treatment plans for Indigenous people with concurrent disorders.

6.0 Identify and address logistical and clinical challenges for health care and social service delivery that are posed by concurrent disorders in Indigenous communities.

6.1 Discuss the logistical challenges for health care and social services delivery that are posed by concurrent disorders.

6.2 Assess symptoms to determine if a disorder is primary.

6.3 Recognize the importance of Pre-treatment preparedness.

6.4 Understand the core components of a concurrent disorders treatment plan.

6.5 Describe and address the clinical challenges associated with co-occurring mental health and substance use issues.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Indigenous Wellness and Addictions Prevention

1. identify and demonstrate the use of various assessment techniques as it pertains to addictions counselling to identify client issues and needs in a helping relationship, including physiological and psychological effects on the human body and wellness.
2. explain the effects chemical and alcohol dependence have on wellness (physical, emotional, mental and

spiritual).

3. examines and applies relevant addictions helping intervention strategies and techniques suitable for working with Native individuals, families and groups within a wellness paradigm including treatment planning, crises intervention and prevention services.
4. apply effective written and oral communication skills in addictions counselling to communicate with clients, prepare reports, read and interpret public information documents, legislation or records as an integral part of the helping process.
5. demonstrate professional ethics and integrity and the appropriate use of inter-professional education skills.
7. demonstrates the appropriate use of traditional Native helping practices and culturally appropriate service approaches.
8. analyze historical and post-colonial policies and their impacts on First Nations people in Canada.
9. discusses addiction theory and conceptions and demonstrates practical application of theory in the helping process; analyzes implications within a Canadian First Nations context, including considerations for holistic community development models for social change.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

| Evaluation Item | Weight |
|-----------------------------------|--------|
| Journal Reflections | 14% |
| Discussion Board | 14% |
| Ass.1 Community Resources | 22.5% |
| Ass. 2 Concurrent disorders Study | 22.5% |
| Presentation Case Study | 17% |
| Quiz | 10% |

COURSE PASS GRADE

50

GRADING SYSTEM

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|-----|---------|-----|--------|-----|--------|----|--------|---|
| A+: | 90-100% | B+: | 77-79% | C+: | 65-69% | D: | 50-54% | S - Satisfactory |
| A: | 85-89% | B: | 73-76% | C: | 60-64% | F: | 0-49% | I - Incomplete |
| A-: | 80-84% | B-: | 70-72% | D+: | 55-59% | | | F- Repeat Course, included in GPA |
| | | | | | | | | FS- Failure Supplemental |
| | | | | | | | | FR- Repeat course, excluded from GPA |

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Course Textbooks:

Title: Treating Concurrent Disorders:A Guide for Counsellors.
 Author: CAMH
 Publisher:
 Edition: 2005
 Print ISBN: 987-77052-77052-603-7
 eBook ISBN:

Additional Learning Resources:

Required: Guidebook on concurrent disorders. The Thunderbird Foundation

Health Canada. (2000)Best Practice Concurrent Mental Health and Substance Use Disorders(Link provided on D2L)

O'Grady, c. & Skinner, W. (2007) A family Guide to Concurrent Disorders. (Link provided on D2L)

Recommended:

Skinner, W.(Ed.) (2005). Treating Concurrent Disorders: A Guide for Counsellors. CAMH

Resources listed on the course outline support the the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructors teaching methodology and nature of the resource.

Please see the [Campus Bookstore](#) to verify the current textbook costs and your [program page](#) for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

Resources listed on the course outline support the achievement of learning outcomes, and may be used

throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Sharing Circle, discussion, case study, PowerPoint Presentations/ Lectures, videos, and documentaries

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

EXPERIENTIAL LEARNING & INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for experiential learning and interprofessional education. This course provides students with both experiential learning (EL) opportunities and interprofessional education (IPE) through:

Work/Field Placement (EL)

Core course content (IPE)

Introductory case discussions (IPE)

Projects (IPE)

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy

seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symplicity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, W103 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.