JUSTICE INSTITUTE
of BRITISH COLUMBIA

Course Code:	COUN-1100
Short Title	Understanding Substance Use
Long Title:	Understanding Substance Use
Prerequisites:	None
Co-requisites:	N/A
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Counselling and Community Safety
Previous Code & Title:	AD400 Understanding Substance Use
Course First Offered:	September, 2002

Credits:	1.0

Course Description

This course provides the learner with an overview of current key concepts and models in the field of substance use recovery. Using a bio-psycho-social-spiritual model, an approach to practice with substance using clients will be viewed through the lens of harm-reduction. We will discuss the impact of substance use on the individual, family, and community; identify existing barriers to accessing help and explore ethical issues and challenges in working with clients. This course is a prerequisite for all courses in the Substance Use Certificate.

Course Goals

At the end of the 2 day course, the learner 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. Identify the bio-psycho-social-spiritual model and the harm reduction approach
6. Describe 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 & Resource Materials

- All materials will be provided in class.

Equivalent JIBC Courses

Instructional Method(s) (select all that apply)	Total Hours	Instructional Factor	Total Factored Hours
☒ Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14	1	14
☐ Supervised Practice (includes simulations & labs)		.5	
☐ Practice Education, Field Placement, Internship or Co-op		.33	
Totals			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 (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%

Practice Education/Internships

Total	**100%**	

Comments on Evaluation

Course Grading Scheme

☐ **JIBC1 (A to F)**   ☐ **JIBC2 (MAS/NMA)**   ☐ **JIBC3(CM/IN)**   ☒ **JIBC4 (P/F)**

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.

☒ **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

☒ **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.

critically, and use information effectively and ethically.