

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	COUN-1105
<b>Short Title:</b>	Continuum of Care
<b>Long Title:</b>	A Continuum of Care: Prevention to Harm Reduction
<b>Prerequisites:</b>	Understanding Substance Use (COUN-1100)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community & Social Justice
<b>Division/Academy/Centre:</b>	Centre for Counselling & Community Safety
<b>Previous Code &amp; Title:</b>	AD401 – A Continuum of Care: Prevention to Harm Reduction
<b>Course First Offered:</b>	September 2002

<b>Credits:</b>	1.0
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### Course Description

This course provides an introduction to the system of care for substance use in BC. You will learn about historical developments of the system of care, including current developments at the federal and provincial level. Introduction to resources and strategies across the system of care will include exploration of the major components of the system of care and how to access current resource listings. You will learn about community prevention, risk assessment, stages of change, treatment matching, relapse prevention, and harm reduction

### Course Goals

At the end of this 14 hour, two-day course participants will be able to identify and discuss the major components of the continuum of care in BC, including the provincial government's current vision for treatment of substance use and mental health issues.

### Learning Outcomes

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

1. Summarize BC's vision for treatment of substance use and mental health issues: Every Door is the Right Door.
2. Outline general goals of the community prevention model, and provide examples of community prevention programs.
3. Identify and describe key components of the addiction system of care in BC.
4. Discuss gaps in service in his/her own community, and describe services in the province at large that might be of value to clients with whom she/he is working.
5. Describe the meaning of "treatment matching".
6. Explain what is meant by relapse prevention and list key factors to consider in developing a relapse prevention plan.
7. Describe what is meant by harm reduction and identify key examples of harm reduction programs.

8. Describe how personal beliefs, values, and practices impact work with clients.

### Course Topics/Content

- Historical development of the system of care, in BC and around the globe
- BC's new framework: "Every Door is the Right Door"
- Community prevention
- The addiction system of care in BC
- Matching client needs to available resources
- Relapse prevention
- Harm reduction

### Text & Resource Materials

All course materials will be provided in class

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	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 <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

100% attendance in class.

Active contribution in large and small group discussions and activities.

Successful completion of written assignment for Substance Use Certificate.

### Course Grading Scheme\*

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

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### 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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and
- 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 critically, and use information effectively and ethically.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.