

**OFFICIAL COURSE OUTLINE**

<b>Course Code:</b>	COUN-1120
<b>Short Title:</b>	Interconnected Risk
<b>Long Title:</b>	Interconnected Risk
<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>	AD405 – Interconnected Risk
<b>Course First Offered:</b>	November 2002

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

This course provides the learner with an understanding of the interconnected risks of substance use and violence, trauma, sexuality, concurrent disorders, marginalization and poverty. Course content includes: building your own models for multi-diagnosis and for working with multiple issues, and integrated case planning and implementation of safety strategies.

**Course Goals**

At the end of the 14 hour, 2 day course, learners will be able to discuss the interconnected risks of substance use and violence, trauma, sexuality, concurrent disorders, marginalization and poverty and will be able to work with multiple issues.

**Learning Outcomes**

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

1. Identify and discuss the interaction between violence, sexuality, trauma, mental health and substance use
2. Examine their own model for working with clients facing multiple issues
3. Discuss and discriminate the impact of gender, health, power and culture on clients
4. Recognize the existing barriers to clients facing multiple needs
5. Explore and apply good integrated case management strategies

**Course Topics/Content**

- Belief systems and maps
- Theoretical lenses/maps
- Applying lenses to ADS issues
- Concurrent disorders
- Alternative treatments
- Integrated case management

- Alternative treatments

### Alternative treatments Text & Resource Materials

All 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 all classes.

Active contribution to small and large 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 issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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.