

Addictions and Mental Health

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
HS-Emergency Services Fundamentals	--	EMSF	1	1
SCS-Protection, Security and Investigation	--	PSI	1	2

Course Code: ADMH 1301	Course Equiv. Code(s): ADMH 1381
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Ralph Hofmann	Date: August 2023

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Course Description:

Issues relating to Addictions and Mental Health are highly prevalent in Canadian Society. One in five Canadians will experience a mental illness in their lifetime. The remaining four will have a friend, family member or colleague who will. One in ten Canadians fifteen years of age and over report symptoms consistent with alcohol or illicit drug dependence. About 20% of people with a mental disorder have a co-occurring substance use problem. As first responders it is critical to possess knowledge, understanding and empathy about these topics.

This course will address issues relating to the development of addictions, effects, signs and symptoms and response. As well as seeking to provide a greater understanding to the differences between Mental Health, Mental Illness and Mental Disorders. Finally the course will familiarize students with concurrent disorders, a term used when a person

has both a substance related disorder and a mental health disorder as it is common for someone to have both conditions, for a number of reasons.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Critically assess the efficacy of historical anti-stigma efforts and the impact stigma has on issues relating to Addictions and Mental Health.
- CLO2 Define and discuss key concepts related to substance abuse and dependency.
- CLO3 Recognize the signs of addiction, types of addiction and substances used and their prevalence in Canada.
- CLO4 Differentiate between Mental Health, Mental Illness and Mental Disorders and critically assess the pros and cons of a mental health diagnosis.
- CLO5 Identify the contributing factors that influence addictions and mental health issues.
- CLO6 Identify the signs and symptoms exhibited by persons dealing with various addictions or mental health issues.
- CLO7 List the various treatment options and community programs available for people facing issues related to addictions or mental health.
- CLO8 Recognize principles for personal good mental health, well being, self awareness, resiliency and self care from an emergency responder perspective as it pertains to addictions, substance use and mental illness.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
In Process: Weekly Connecting activities F2F or online 13 @ 1.15%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	15
Online Activity: Online CAMH Modules 6 @ 2.5%	CLO4, CLO5, CLO8	EES1, EES6, EES7, EES10, EES11	15
Online Activity: Class discussion case studies and journals	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES8, EES9, EES10, EES11	25
Project: Group Awareness Project	CLO1, CLO5, CLO6	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	10
Assignment: Individual Awareness Project	CLO1, CLO5, CLO8	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	5
Test: Test 1 covering content from weeks 1 to 4	CLO1, CLO4, CLO5, CLO8	EES1, EES2, EES7, EES11	10
Test: Test 2 covering content from weeks 5 to 8	CLO2, CLO3, CLO5, CLO6	EES1, EES2, EES10, EES11	10
Test: Test 3 covering content from weeks 9 to 13	CLO3, CLO4, CLO5, CLO7	EES1, EES2, EES10, EES11	10
Total			100%

Notes:

1. An interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the results of the first test, assignments and the in process grade up to the mid-term date.
2. Assignments are to be submitted on the due date at the beginning of class, unless otherwise directed by the professor. Late assignments will be attributed a "0", acknowledging a heavy penalty in keeping with the importance placed on deadlines within the workplace environment.
3. All tests are written online. Please discuss any accommodation requests with the Access and Support Centre and your Professor. Details about the Access and Support Centre can be found under the General Course Outline Notes of this document. All tests are closed book unless otherwise specified
4. Discussion, case studies and journals work will consist of online activities within specific topics to be assigned. A grading rubric will be provided for these online activities. The dates and instructions for these activities will be provided in advance.
5. All assignments should be submitted in the file format described in the assignment instructions. Unless alternate submission options are pre-arranged with the professor, all assignments will be submitted using the Assignments tab on DC Connect. If the student experiences difficulty making the electronic submission he/she must contact the IT Helpdesk at (905) 721-2000 ext. 3333 or e-mail servicedesk@dc-uoit.ca for assistance.
6. A detailed handout outlining expectations and evaluation criteria will be distributed for all assignments. Some assignments involve partner and/or group work. If a student cannot work collaboratively within a group the student will receive a grade of "0" for this assignment.
7. Plagiarism: Refer to the program guide and Durham College's academic policies and procedures, including Student Rights and Responsibilities, for definitions and penalties.
8. Students are expected to read the appropriate text material prior to lectures and class discussion. Lectures will

highlight the text material but will not provide an exhaustive restatement of the text content.

9. Computer Use: Computers are to be used for ADMH1301 work only during class time. Any other use, academic or non academic is prohibited in accordance with college policy #315.00. Misuse / abuse of lab equipment will result in the student being removed from the class. (for in-class delivery only)
10. Electronic devices: Ensure all portable electronic devices (cellphones, pagers, iPods, iPads, PDA's) are to be turned off or muted for emergencies before the start of the class. Misuse / abuse of this equipment will result in the student being removed from the class. (for in-class delivery only)

Required Text(s) and Supplies:

1. Mental Health Awareness Bundle (Text And Handbook), 2nd edition, Stephanie Miloknay, Marc Laferriere, Emond Publishing ISBN#9781774620816
2. Alternate Digital Bundle option 1 year rental ISBN 9781774620823

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<p>General policies related to</p> <ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

Campus Conflict Resolution Services (CCRS): This course specifically endorses and will use where appropriate Campus Conflict Resolution Services. For details regarding the policy for CCRS, please refer to the School of Justice and Emergency Services' policies contained in your program guide.

Core Values: This course adheres to the program's core values: Honesty, Integrity, Commitment, Respect, Accountability, Teamwork and Leadership.

Diversity: This course also specifically acknowledges pluralism and that through distinctions in race, creed, place of origin or sexual orientation, there are many ways of making meaning in this world. This course specifically endorses where possible, the use of readings, discussions and case studies that enable students to adapt to differences with real empathy, recognize the legitimacy of those differences and develop tolerance and support for new concepts of compatibility.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class	
1	Course Learning Outcomes				
	CLO1, CLO2				
	Essential Employability Skills				
	Taught:		EES1, EES11	Practiced:	
				EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics				
	Course Management; (Review of course outline, learning outcomes, evaluation criteria, delivery format and classroom policies and expectations) Introduction to Addictions and Mental Health - Prevalence of issue in society - Relevance to first responders				
Intended Learning Activities					
May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies and journals; Assignments & independent study					
Resources and References					
Course Outline Assigned reading and handouts Videos PPT					
Evaluation			Weighting		
In Process: Weekly Connecting activities F2F or online 13 @ 1.15%			15		

Week/ Module	Hours:	1	Delivery:	Online
2	Course Learning Outcomes			
	CLO1, CLO2, CLO4			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics			
	Defining mental health, mental wellness and mental illness Appropriate terminology and social impact Stigma and impact on society Introduction to drugs of abuse Introduction to personal self-care and resilience			
	Intended Learning Activities			
Preparation for week 2's class material and activities to be completed prior to the start of class				
Resources and References				
Assigned reading and handouts Videos				
Evaluation			Weighting	
Online Activity: Class discussion case studies and journals			25	
Week/ Module	Hours:	2	Delivery:	In Class
2	Course Learning Outcomes			
	CLO1, CLO2, CLO4			
	Essential Employability Skills			
	Taught:		Practiced:	
	EES1, EES2, EES9		EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics			
	Defining mental health, mental wellness and mental illness Appropriate terminology and social impact Stigma and impact on society Introduction to drugs of abuse Introduction to personal self-care and resilience			
Intended Learning Activities				
May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies				
Resources and References				
Assigned reading and handouts Videos PPT				
Evaluation				

Week/ Module	Hours:	1	Delivery:	Online
3	Course Learning Outcomes			
	CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics			
	Mental health and wellness (con't) Introduction to addictions Factors Impacting Substance Abuse - Risk factors - Protective factors Continuum of Dependency Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities			
Preparation for week 3's class material and activities to be completed prior to the start of class				
Resources and References				
Assigned reading and handouts Videos				
Evaluation			Weighting	
Online Activity: Online CAMH Modules 6 @ 2.5%			15	

Week/ Module	Hours:	2	Delivery:	In Class
3	Course Learning Outcomes			
	CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	
			EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics			
	Mental health and wellness (con't) Introduction to addictions Factors Impacting Substance Abuse - Risk factors - Protective factors Continuum of Dependency Drugs of Abuse (con't) Self-care tool			
Intended Learning Activities				
May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies				
Resources and References				
Assigned reading and handouts Videos PPT				
Evaluation				
Week/ Module	Hours:	1	Delivery:	Online
4	Course Learning Outcomes			
	CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics			
	Mental Health and Frontline work Addictions and Substance abuse (con't) Drug categories: stimulants, depressant and hallucinogens Drugs of Abuse (con't) Self-care tool			
Intended Learning Activities				
Preparation for week 4's class material and activities to be completed prior to the start of class				
Resources and References				
Assigned reading and handouts Videos				
Evaluation				

Week/ Module	Hours:	2	Delivery:	In Class
4	Course Learning Outcomes	CLO5, CLO6, CLO7, CLO8		
	Essential Employability Skills			
	Taught:	Practiced:	EES1, EES7, EES8, EES9, EES11	
	Intended Learning Objectives/Topics	Mental Health and Frontline work Addictions and Substance abuse (con't) Drug categories: stimulants, depressant and hallucinogens Drugs of Abuse (con't) Self-care tool		
	Intended Learning Activities	May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies		
	Resources and References	Assigned reading and handouts Videos PPT		
	Evaluation			
Week/ Module	Hours:	1	Delivery:	Online
5	Course Learning Outcomes	CLO5, CLO6, CLO7, CLO8		
	Essential Employability Skills			
	Taught:	Practiced:		
	Intended Learning Objectives/Topics	Addictions vs Substance abuse (con't) Harm reduction Concurrent and behavioural addictions Drugs of Abuse (con't) Self-care tool		
	Intended Learning Activities	Preparation for week 5's class material and activities to be completed prior to the start of class		
	Resources and References	Assigned reading and handouts Videos		
	Evaluation			

Week/ Module	Hours:	2	Delivery:	In Class
5	Course Learning Outcomes			
	CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	
			EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics			
	Addictions vs Substance abuse (con't) Harm reduction Concurrent and behavioural addictions Drugs of Abuse (con't) Self-care tool			
Intended Learning Activities				
May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies				
Resources and References				
Assigned reading and handouts Videos PPT				
Evaluation		Weighting		
Test: Test 1 covering content from weeks 1 to 4		10		
Week/ Module	Hours:	1	Delivery:	Online
6	Course Learning Outcomes			
	CLO5, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics			
	Intro to Mood Disorders Major Depression vs Depression Drugs of Abuse (con't) Self-care tool			
Intended Learning Activities				
Preparation for week 6's class material and activities to be completed prior to the start of class				
Resources and References				
Assigned reading and handouts Videos				
Evaluation				

Week/ Module	Hours:	2	Delivery:	In Class
6	Course Learning Outcomes CLO5, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced: EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics Intro to Mood Disorders Major Depression vs Depression Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies			
	Resources and References Assigned reading and handouts Videos PPT			
	Evaluation			
Week/ Module	Hours:	1	Delivery:	Online
7	Course Learning Outcomes CLO1, CLO2, CLO4, CLO5			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics Mood disorders (con't) Bipolar, SAD and postpartum Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities Preparation for week 7's class material and activities to be completed prior to the start of class			
	Resources and References Assigned reading and handouts Videos			
	Evaluation			

Week/ Module	Hours:	Delivery:
	2	In Class
7	Course Learning Outcomes CLO1, CLO2, CLO4, CLO5, CLO6, CLO7	
	Essential Employability Skills	
	Taught:	Practiced: EES1, EES2, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Mood disorders (con't) Bipolar, SAD and postpartum Drugs of Abuse (con't) Self-care tool	
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies	
	Resources and References Assigned reading and handouts Videos PPT	
	Evaluation	
Week/ Module	Hours:	Delivery:
	1	Online
8	Course Learning Outcomes CLO2, CLO3, CLO7, CLO8	
	Essential Employability Skills	
	Taught:	Practiced:
	Intended Learning Objectives/Topics Suicide & first responders Grief and suicide Drugs of Abuse (con't) Self-care tool	
	Intended Learning Activities Preparation for week 8's class material and activities to be completed prior to the start of class	
	Resources and References Assigned reading and handouts Videos	
	Evaluation	

Week/ Module	Hours:	Delivery:
	2	In Class
8	Course Learning Outcomes CLO2, CLO3, CLO7, CLO8	
	Essential Employability Skills	
	Taught:	Practiced: EES1, EES2, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Suicide & first responders Grief and suicide Drugs of Abuse (con't) Self-care tool	
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies	
	Resources and References Assigned reading and handouts Videos PPT	
	Evaluation	
Week/ Module	Hours:	Delivery:
	1	Online
9	Course Learning Outcomes CLO2, CLO5, CLO6, CLO7	
	Essential Employability Skills	
	Taught:	Practiced:
	Intended Learning Objectives/Topics Intro to Anxiety Disorders Opiates, opioids and narcotics Safe injection sites and Naloxone use Drugs of Abuse (con't) Self-care tool	
	Intended Learning Activities Preparation for week 9's class material and activities to be completed prior to the start of class	
	Resources and References Assigned reading and handouts Videos	
	Evaluation	

Week/ Module	Hours:	2	Delivery:	In Class
9	Course Learning Outcomes			
	CLO2, CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	
			EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics			
	Intro to Anxiety Disorders Opiates, opioids and narcotics Safe injection sites and Naloxone use Drugs of Abuse (con't) Self-care tool			
Intended Learning Activities				
May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies				
Resources and References				
Assigned reading and handouts Videos PPT				
Evaluation		Weighting		
Test: Test 2 covering content from weeks 5 to 8		10		
Week/ Module	Hours:	1	Delivery:	Online
10	Course Learning Outcomes			
	CLO2, CLO4, CLO6, CLO7			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics			
	Anxiety Disorders (con't) OCD and Phobias Drugs of Abuse (con't) Self-care tool			
Intended Learning Activities				
Preparation for week 10's class material and activities to be completed prior to the start of class				
Resources and References				
Assigned reading and handouts Videos				
Evaluation				

Week/ Module	Hours:	2	Delivery:	In Class
10	Course Learning Outcomes CLO2, CLO4, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	
			EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics Anxiety Disorders (con't) OCD and Phobias Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies			
	Resources and References Assigned reading and handouts Videos PPT			
Evaluation				
Week/ Module	Hours:	1	Delivery:	Online
11	Course Learning Outcomes CLO2, CLO5, CLO6, CLO7			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics Traumatic disorders Compassion Fatigues versus vicarious trauma Peer Support, EAP and other resources Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities Preparation for week 11's class material and activities to be completed prior to the start of class			
	Resources and References Assigned reading and handouts Videos			
Evaluation				

Week/ Module	Hours:	2	Delivery:	In Class
11	Course Learning Outcomes CLO2, CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced: EES1, EES2, EES8, EES9, EES10, EES11	
	Intended Learning Objectives/Topics Traumatic disorders Compassion Fatigues versus vicarious trauma Peer Support, EAP and other resources Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies			
	Resources and References Assigned reading and handouts Videos PPT			
	Evaluation Assignment: Individual Awareness Project			Weighting 5
Week/ Module	Hours:	1	Delivery:	Online
12	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:		Practiced:	
	Intended Learning Objectives/Topics Traumatic Disorders (con't) ASD vs PTSD Working with victims Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities Preparation for week 12's class material and activities to be completed prior to the start of class			
	Resources and References Assigned reading and handouts Videos			
Evaluation				

Week/ Module	Hours:	Delivery:
	2	In Class
12	Course Learning Outcomes CLO2, CLO4, CLO5, CLO6, CLO8	
	Essential Employability Skills	
	Taught:	Practiced: EES1, EES2, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Traumatic Disorders (con't) ASD vs PTSD Working with victims Drugs of Abuse (con't) Self-care tool	
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies	
	Resources and References Assigned reading and handouts Videos PPT	
	Evaluation	
Week/ Module	Hours:	Delivery:
	1	Online
13	Course Learning Outcomes CLO5, CLO6, CLO7, CLO8	
	Essential Employability Skills	
	Taught:	Practiced:
	Intended Learning Objectives/Topics Psychotic Disorders & personality disorders Drugs of Abuse (con't) Self-care tool	
	Intended Learning Activities Preparation for week 13's class material and activities to be completed prior to the start of class	
	Resources and References Assigned reading and handouts Videos	
	Evaluation	

Week/ Module	Hours:	2	Delivery:	In Class
13	Course Learning Outcomes CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Psychotic Disorders & personality disorders Drugs of Abuse (con't) Self-care tool			
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies			
	Resources and References Assigned reading and handouts Videos PPT			
	Evaluation			
Week/ Module	Hours:	3	Delivery:	In Class
14	Course Learning Outcomes CLO1, CLO4, CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills			
	Taught:		Practiced:	EES1, EES2, EES7, EES8, EES9, EES10, EES11
	Intended Learning Objectives/Topics Drugs of Abuse wrap up Self-care and resilience wrap up			
	Intended Learning Activities May include - PPT guided lectures; Small group activities; Q&A; Class discussion/case studies			
	Resources and References Assigned reading and handouts Videos PPT			
	Evaluation	Project: Group Awareness Project Test: Test 3 covering content from weeks 9 to 13		Weighting 20

This course supports the following program(s) and program learning outcomes.

PSI: Protection, Security and Investigation

- #1. Work in compliance with established standards and relevant legislation in the protection, security and investigation fields.
- #4. Act equitably and justly with diverse populations.
- #6. Prevent and resolve crisis, conflict, and emergency situations by applying effective techniques.
- #9. Develop and implement ongoing effective strategies for personal and professional development.