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The following reflects the planned course sequence for full-time offerings of the program. Programs at Northern College are delivered using a variety of instruction modes. Courses may be offered in the classroom or lab, entirely online, or in a hybrid mode which combines classroom sessions with virtual learning activities.

AM1003	The Role of Biology in Addiction and Mental Health	42
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The following reflects the planned progression for full-time offerings of the program.

Sem 1: Fall 2024  
Sem 2: Winter 2025





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In addition to the general admission requirements, international students must have proof of English Proficiency and meet the requirements below.

1. Proof of Senior High School Diploma/Certificate
2. English Proficiency (we will require one of the following):

IELTS Academic International English Language Testing System: minimum overall score of 6.0 must be achieved with no individual band score under 6.0; however, we will accept one band at 5.5.





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### **AM1003 The Role of Biology in Addiction and Mental Health**

In this course, students will explore current research, focused on genetic and epigenetic factors that may play a role in the development of addiction and mental health of individuals. Students will review the role of medication in supporting those living with addictions and mental health. By the end of this course, students will have an understanding of the many factors: biological, psychological and social factors that influence mental health and addiction.

### **AM1013 Professional Practice Skills**

Students will examine different models of practice as they relate to mental health and addiction. Students will engage in critical self-reflection to build awareness and appreciation of how power differentials, internalized oppression and social location all influence interactions. A focus on mindful communication practices will be emphasized with a specific focus on anti-oppressive and collaborative communication. Students will learn the models of practice, focusing on effective communication, beginning interviewing skills, empathetic listening, paraphrasing, perception-checking, questioning and affirming.

### **AM2023 Addressing Stigma in Addiction and Mental Health Work**

Challenging the stigma associated with addiction and mental health takes understanding, education and examines personal attitudes towards health. This course provides students with an in-depth exploration and analysis of the social construction of stigma relating to people with addiction and mental health issues. Students will focus on the causes, consequences and impacts of stigma at the micro, meso and macro levels, as well as multiple solutions to combat stigma. Students will have the opportunity to apply knowledge and skills by creating an anti-stigma initiative using the (AOP) lens, community outreach and engagement approaches.

### **AM2013 Screening, Assessment and Case Management**

Based on the cultural beliefs, values and needs of a client/support system, and in collaboration with all service providers, screening, assessment, and case management enables clients with support systems to be linked with appropriate providers of care and resources throughout the realm of health and community services and across various care settings. They do so while ensuring that the care provided is safe, effective, client-centered, timely, efficient, and equitable. This course will identify the range of diverse service settings in which people with addictions and mental health concerns present and will examine reasons why the majority of people with addiction and mental health questions do not seek specialized treatment, drop out prematurely or "fall through the cracks" attempting to navigate multiple service systems. Based on a foundation model of trauma informed care, students will use care-based applications for screening and assessment tools for addiction and mental health matters and will critically reflect on the shortcomings of these tools among specific populations, including Indigenous Peoples and culturally specific groups.

### **CM1323 Professional Communications**

In this course, students will learn essential skills for success in college and the workplace. This course focuses on developing and strengthening oral and written communication skills, and ractiskills, and ractiski and s



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successful completion of this course, students will be able to plan and draft concise, coherent and well-organized writing assignments that are tailored to specific audiences and purposes.

### **SW1014 Working on Teams and in Groups**

This course will provide an interactive environment to enable students to develop group leadership and collaborative group work skills and to critically reflect on interprofessional teamwork. Students in this course will work with and in groups to explore theories relevant to group dynamics and group facilitation. Students will apply theories learned in a lab setting which will examine group dynamics, leadership styles, group conflict management as well as forming and facilitating groups.

### **SW2073 Working with Indigenous Peoples**

This course is intended to assist the student to develop the capacity to work with Indigenous individuals, families, groups and communities. Students will examine the impacts of trauma and colonization for Indigenous peoples and communities by gaining an in-depth understanding of the residential school system, the 60s's scoop and intergenerational trauma. Upon completion of this course, students will be able to identify culturally safe practice considerations and assist in the development of holistic healing plans that incorporate appropriate cultural resources. Students will connect the concepts learned in two other courses: Trauma-Informed Care and Crisis; and Understanding Power, Privilege and Oppression in Social Service Work to this course in order to be able to build meaningful relationships with Indigenous individuals, family and communities while recognizing the impact of their own privilege on these relationships.

### **AM2003 Social Policy and Legislation in Addiction and Mental Health**

Students will discuss social policies relating to addiction and mental health from a structural perspective. Students will explore the concept of personal troubles versus public issues. These analyses will assist the student to be able to access appropriate services for clients, as well as develop and implement services to address gaps.

### **AM2033 Interviewing and Counselling Skills**

Students began to learn about intervention skills in the first semester in Professional Practice Skills. This course provides the opportunity to practice these skills while continuing to enhance the understanding of work at the micro, mezzo and macro levels of practice, with individuals, families, groups and community. Students will enrich their ability to screen, assess and case manage through in-class simulations and case studies. Students will learn to manage risk, determine needs and intervene during crisis. Self-care strategies will be emphasized throughout the learning.

### **AM3003 Preparation for Placement in Addiction and Mental Health**

The aim of this course is to prepare students for success as a professional Addiction and Mental Health Worker. This course will be interactive in providing students with opportunities to explore resources currently available in our community to support their success as a Mental Health and Addiction Worker. Students will define their learning styles and develop their own student success plan which will include self-care strategies, and approaches to prevent compassion fatigue and burn out. Students will explore the policies and practice procedures that will help prepare them for Field Placement. Students will learn about professional competencies required for Field Placement and required for employment as an Addiction and Mental Health Worker. Important themes that will be addressed will be workplace safety, de-escalation, suicide prevention and positive client engagement and collaboration.









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### **SW3123 Trauma-Informed Care and Crisis**

This course is designed to introduce students to a variety of concepts related to trauma, trauma informed practice, crisis, and crisis intervention. Students will adopt a trauma informed perspective as part of their Social Service Worker practice. Through case studies and role plays, students will learn how to employ crisis intervention skills in a culturally appropriate manner. This course will build on the micro skills that students have acquired in SSW Practice I, SSW Practice II and SSW Practice II Lab. Students will have the unique opportunity to apply their skills in different mock crisis situations.

### **SW3153 Interpersonal Violence**

This course focuses on the historical, social and cultural contexts of interpersonal violence in Canada.