
Addictions Services With Mental Health Specialty Diploma

New Brunswick Indigenous Career College

75 Melissa Street Unit 1 Richibucto Rd E3A 6V9





New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9

Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

HISTORY OF NEW BRUNSWICK INDIGENOUS CAREER COLLEGE

The Union of New Brunswick Indians Board of Directors approved the establishment of the Training Institute in 1994. The purpose is to provide post-secondary and other educational opportunities for First Nations communities. In May 2009, UNBITI became a non-profit organization. The Training Institute operates with a committee consisting of a Board of Directors, the Principal, and also a Chief Financial Officer.

All programs and workshops are open to all including any non-First Nation people. All curriculums are designed to ensure the students can have the option to work on or off-reserve. Professional Development Workshops are also offered on a regular basis. These workshops, as with all programs, are open to anyone who wishes to take them. Currently, we offer the following programs:

- Diploma in Addictions Services with Mental Health Specialty Counsellor
- Diploma in Early Childhood Education
- Diploma in Personal Support Worker
- Diploma in Human Services Counsellor
- Diploma in Hospitality & Tourism Management
- Indigenous Social Services Community Worker Diploma

New Brunswick Indigenous Career College is registered with Canada and New Brunswick Student Loans, along with the Department of Indian Affairs for funding purposes. We are also registered under the New Brunswick Association of Career Colleges and also a member of the National Association of Career Colleges.



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9

Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

Starla McDougall

Principal and Director, New Brunswick Indigenous Career College (NBICC)

Educator | Program Developer | Community Leader

Starla McDougall is the Principal and Director of the New Brunswick Indigenous Career College, bringing over 25 years of dedicated service to First Nations education and community development. Her career reflects a lifelong commitment to empowering Indigenous learners and integrating culturally relevant practices across all levels of education and training. Holding diplomas in Human Service Counselling and Early Childhood Education from NBICC, Starla has also completed extensive professional training in Fetal Alcohol Spectrum Disorder (FASD), autism, and working with high-risk youth. Her professional path includes leadership in child and family services, mentorship, and program design rooted in Indigenous worldviews and values.

At NBICC, Starla oversees academic programming, partnerships, and student success initiatives across multiple disciplines, including Early Childhood Education, Human Services, Personal Support Work, and Social Services. She has been instrumental in developing pathways for students through partnerships with universities, industry leaders, and community organizations. Starla's leadership style emphasizes cultural pride, inclusivity, and holistic wellness. Her dedication to land-based learning and intergenerational knowledge-sharing continues to shape NBICC's mission of building strong, self-determined Indigenous communities through education.



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9

Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

Karen Hardy

Educator and Mental Wellness Specialist

B.A., Dip. Comm. Corr., Addiction Careworker (McMaster)

Karen Hardy is an experienced educator and community wellness professional with over 20 years of service in education, counseling, and restorative justice. She holds a Bachelor of Arts (Honours) in Criminology and Sociology from St. Thomas University, a Diploma in Community Corrections from St. Stephen University, and has completed the Addiction Careworker Diploma program through McMaster University.

Karen's career includes roles as Community Chaplain for Female Offenders, NNADAP Worker with Oromocto First Nation, and Executive Director of the Sarah Tracy Treatment Centre for Women. She currently serves as an Educational Assistant with the Anglophone Southwest District, supporting student growth, inclusion, and mental health. Her specialized training includes Critical Incident Stress Management (CISM), ASIST Suicide Intervention, Mental Health First Aid, Autism Awareness, and Addiction and Trauma Support.

Karen has also contributed extensively through volunteer leadership, serving on the Coverdale Centre for Women Board, the Maliseet Nations Mental Wellness Team, and the NB First Nations Suicide Prevention Task Force. Her work reflects a lifelong commitment to compassion, healing, and the empowerment of individuals through education and community connection.



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9
Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

Samantha Ratti

Instructor, New Brunswick Indigenous Career College (NBICC)

Early Learning Specialist | Educator | Mentor

Samantha Ratti is a valued instructor at the New Brunswick Indigenous Career College, known for her compassion, leadership, and deep understanding of early learning and human services education. She is a graduate of NBICC's Early Childhood Education and Human Service Counsellor diploma programs and brings firsthand classroom experience as a former early childhood educator within the province.

Samantha's teaching philosophy centers on kindness, relationship-building, and respect for each learner's unique path. She fosters inclusive, hands-on learning environments that prepare students for real-world careers in education and care work. Her approach encourages emotional intelligence, empathy, and cultural awareness—key qualities in today's educators and support workers. Beyond her teaching role, Samantha contributes to curriculum enhancement and student mentorship, helping guide learners through their practicum experiences and personal growth. Her commitment to student success and culturally grounded education makes her a respected and inspiring member of the NBICC faculty.



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9

Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
Soar to New Heights"*

Todd McDougall

Instructor, New Brunswick Indigenous Career College (NBICC)

Health and Safety Specialist | Firefighter | Certified Personal Trainer

Todd McDougall is an accomplished instructor at the New Brunswick Indigenous Career College whose multidisciplinary expertise bridges healthcare, fitness, and emergency response. A FitPro Certified Personal Trainer, firefighter with the Oromocto Fire Department, and former medical sales representative, Todd brings a wealth of practical experience to NBICC's Personal Support Worker program. His background in health, safety, and crisis management allows him to teach students not only technical care skills but also the confidence and professionalism needed to respond effectively in emergency and healthcare settings. Todd's years in medical equipment sales provided him with in-depth knowledge of modern healthcare tools and technologies—expertise he now passes on to his students through practical demonstrations and safety instruction.

In addition to his instructional role, Todd's 25 years as a business owner in the automotive technology sector strengthened his leadership, organization, and problem-solving skills. He emphasizes resilience, teamwork, and accountability in the classroom, ensuring students graduate ready for both professional and personal success. Todd's commitment to education and community well-being reflects NBICC's core mission of preparing skilled, compassionate, and confident graduates to serve across diverse healthcare and community settings.

Reporting to Funding Agent

Marks and information will be released to the student's funding agent only if the student signs a release of marks/information form. Funding agents have asked for marks to be sent to them at the end of every course. Some also ask for attendance reports to be sent on a weekly basis. Disclosure to I.R.C.C. (Immigration Refugee Citizen Canada) on a quarterly basis.

Winter & March Break

Winter & March Breaks for all students will coincide with the public school (Anglophone West); the Principal notifies students otherwise.

Storm Closures

Classes may be cancelled due to weather. School is closed if Anglophone West (Zone 6) is closed. Please check the website: www.nbed.nb.ca

Program Length/Day

The number of days in each program is determined by the curriculum. A calendar is designed and attached for the program you are registered in. The length of day for each program will be determined by the Principal. All full-time programs run Monday to Thursday from 9:30 AM to 3:30 PM. You are expected to arrive 15 minutes early prior to class starting so you are ready to start class when class begins.

Library Service

New Brunswick Indigenous Career College has a library that is accessible to all students in all programs. Students are also encouraged to make use of the UNB's Harriet Irving Library, as well as the York Public Library downtown. Extra-mural cards are available at UNB for a cost.

Environment Safety

There are students and staff at NBICC with a variety of allergies to food and scents. Please DO NOT use any scented products. Please ASK before bringing food into the building to ensure that no one has bad allergies to food. This is a good practice to get into regardless of where you are.

Lost & Stolen Items

New Brunswick Indigenous Career College is not responsible for lost or stolen items. Please keep any valuables on you or in your car.

Confidentiality

- Students are required to sign a confidentiality agreement.
- Students will not disclose information to any unauthorized person.
- Confidentiality is to be maintained at all times.
- Failure to keep information confidential will result in the student being placed on probation or will be asked to withdraw from the program.

Attendance

- All students are expected to show up for classes 15 minutes early.
- Attendance during guest speakers and field trips are required.
- Statistics have proven that those with higher percentage attendance tend to have higher course marks.
- It is extremely important to attend class as this is where discussion and clarification takes place. This will help you to understand the material of the course.
- All students must attend classes alcohol and drug-free.

Attendance Marks

Attendance/Percent earned for final mark

100% =	10%
97-99% =	9%
91-93% =	8%
88-90% =	7%
85-87% =	6%
82-84% =	5%
79-81% =	4%
76-78% =	3%
75% =	1%

Anything less than 75% will result in 0%

Please note passing grade for all courses is 60%.

Progressive Guidance Policy

A 4-step policy will be followed, with an exception of a situation which may require an entry into an advanced step. All discussions will be noted on the student's file or on audio file.

1. The student will be counseled by the Instructor that a behavior and/or action needs modification. Together with the Instructor, the student will be told what is acceptable and what is not.
2. The student will be counseled if the unacceptable behavior or action persists and then the student will be notified that it will be recorded. This intervention will be done with another NBICC staff person present.
3. The failure of the above two steps to bring about a change in the unacceptable behavior or action will result in the student being given a written warning that the student has been placed on probation. The student will be counseled and notified that this has been recorded and put on their file. This intervention will be done with another NBICC staff present.
4. The failure of the above steps bringing about change in behavior or actions will result in the student being asked to withdraw from their program. This will take place with another NBICC staff member present.

Use of Alcohol or Drugs

All students are required to attend class alcohol and drug-free. Students who arrive under the influence of either substance or smelling will be immediately asked to leave for the day and upon returning to class the next day, the student and their Instructors will have to meet with the Principal and it will be documented and put in the student's file.

Computer Usage & Guidelines

- Food or beverages are permitted on the large group tables where there are no computers. Students will be given one warning and then the computer privileges will be suspended. Repeating incidents will result in permanent loss of computer privileges.
- Please remember that this is not for your exclusive use. Other classes use the space too.
- The classroom has to be left at the end of the day in the shape that you found it or better. This means all garbage is to be put in the garbage and taken out at the end of the week, and all books and notes put away.
- No computer belongs to any particular student--you may be asked to change computers from time to time.
- Material may be stored on a USB stick with these computers. You may also send documents to your email and retrieve it from this computer.
- Please do not personalize the computer with pictures or screensavers.
- Students are not allowed to print offensive material, for example, jokes or pictures.
- The use of the Internet is closely monitored and if the privilege is being abused, the student will lose their college computer privileges.
- You are responsible for the computer you use. Bring any problem to your Instructor's or Principal's attention immediately.

Academic Standing

A student may fail up to four courses over the time they are enrolled in the program. Keep in mind that there are certain courses you cannot fail in order to obtain your diploma.

A student shall be notified by their instructor if they have failed a course. Should a student fail their third course, they shall be placed on academic probation and at this time the student's funding agent will also be notified. Any other subsequent failure and the student will be required to withdraw from the course.

Test

A test may be administered at the end of each course module.

Test Reviews

A rewrite may be permitted for a student that did a final test and did not receive a passing grade of 60%. Please note that the rewrites are scheduled by the Instructor. If the student does not attend when the rewrite is scheduled, no further opportunities will be given and the student will remain with the original mark.

Final Course Marks

A student's final mark will be based on the following mark system, otherwise determined by the Instructor:

Test	40%
Assignments	50%
<u>Attendance</u>	<u>10%</u>
Total	100%

Students will receive a breakdown of each course marks within five days of course completion.

Please note the passing grade for each course is 60%.

Practicum

Students in the beginning of their program will be advised on the importance of their practicum during their course. Practicums are required of all students enrolled in the program to graduate. Students must pass all practicums in order to be eligible to graduate. Any practicum that a student may have failed may be redone which may mean the student will not graduate with her classmates.

Practicum Placements

- Only facilities that have completed their orientation process may host a student for the practicum.
- All hours for any practicum need to be approved by instructors in conjunction with the principal before the beginning of the practicum.
- The instructors will provide any new facilities with an orientation.
- Each practicum must be completed before the next practicum can begin.
- All practicums for the first year must be completed before the next year begins.
- Practicum orientation for the students will be held four weeks before their first day of practicum and the hours will be counted towards a total of practicum hours.
- Practicum debriefing will be held on the first day back from the practicum and will also count toward the total of practicum hours.
- Once a practicum site is chosen and practicum has begun, the student will remain at the site until the practicum is completed, unless otherwise directed by the Instructor in consultation with the Principal.

Reporting Suspected Elder or Child Abuse

In keeping with elder abuse and child abuse protocols, any student doing a practicum placement and suspecting abuse will report it to the Department of Social Development Child/Adult Protection (1-866-444-8838 or 1-866-444-8868), as they are required by law to report any form of abuse and as well, to report it to any police agency that is located in the area (RCMP, City Police, or Band Police). Also, if any students have concerns about whether something is abuse, then they should contact the practicum supervisor and/or the Principal immediately.

Practicum Evaluation

Students must pass all practicums to be eligible to graduate. Students will be evaluated by the instructor and by the cooperating facility staff. There are separate evaluations for each practicum program.

Criteria for passing the Practicums:

1. Required hours are complete, documented, and signed by the facility staff.
2. Practicum assignments are successfully completed and passed in at the end of each practicum.
3. Students must complete orientation before end of debriefing session after each practicum is completed to meet all requirements.
4. The recommendation of the instructor for a pass or fail will be based on evaluations of the students.
5. Students must complete practicum within the determined dates and times set out by the UNBI Training Institute.
6. If these requirements are not met, then the student will be required to redo the practicum which may mean that they will graduate with the next graduating class.

Dress Code

All students are expected to dress in appropriate clothing. Students will not wear clothing during class hours that is not appropriate to wear in their field of work including the following:

- Clothing that is torn
- Clothing that is dirty
- Clothing that is advertising drugs or alcohol
- Clothing that has sayings which may be offensive to anyone
- Clothing that reveals body parts which normally cover body parts
- Clothing that is worn in leisure (cropped shorts/shirts)

New Brunswick Indigenous Career College staff will ask any student who arrives wearing inappropriate clothing to go home and change and the time will be deducted for the time they are gone.

Language

We ask that you use appropriate language free of any swear words and vulgarities. Profanity and disrespect will not be tolerated.

Cheating

At the beginning of the year, the instructors will review the no cheating policy. Failure to comply with the requirements will result in the student being placed on probation. For any repeated offences, the student will be asked to withdraw from the program. See Steps 3 and 4 under the Progressive Guidance Policy.

Plagiarism

Plagiarism will be explained to the students at orientation. If the students are found to have plagiarized, Step 2 of the Progressive Guidance Policy will be applied. In the unlikely event that there be a second offence, then Step 3 of the Progressive Guidance Policy will be applied. If the student is being funded by an outside agency, they will be notified. Any subsequent offence will require that the student withdraw from New Brunswick Indigenous Career College.

Smoking

Students are to smoke only in designated areas determined by New Brunswick Indigenous Career College staff. If a student is a smoker, hands are to be washed and teeth are to be brushed before returning to the classroom after breaks just as you were at your place of employment.

Personal Leave

Students may apply for personal leave by completing their request form. Personal leave may cover situations such as a death in the family, sickness, etc. Students may be required to take any modules they have missed or arrangements may be made for students to catch up on missed work.

Academic Term	One-half of the Academic Year
Personal Hours	Time allotted is 30 hours per year to a full-time student in the program they are enrolled in. This is to be used if the student has a doctor's appointment, etc.



Program Overview

The field of Addictions Counseling is growing and graduates of the New Brunswick Indigenous Career College Addictions Counseling Diploma program are in high demand. We appreciate your interest in this field and encourage you to consider joining us for our reintroduction of the program in the 2021/22 academic year.

Our partners in industry are excited to work with and mentor our students, and you will work on projects with them, gain real world experience, and make important industry connections. We work with employers (where you live) to allow you to complete these experiences as part of your studies. At times, some travel is needed, but whenever possible we work with you to create engaging and on-site practice experiences.

It takes emotional maturity, good people skills, and a strong sense of self to become an Addictions Counselor. If you are interested, the Addictions Counseling program at the UNBI Training Institute will provide the training you need. The program is also the first in Canada to integrate mental health, addictions, and First Nations philosophy.

Extensive training hours and experiential learning qualify you for jobs with community-based agencies, health authorities, non-profit organizations, school systems, and private companies. Look for a position as a treatment counselor, addictions educator, group home worker, case manager or employee/family assistance counselor.

Addictions Counseling is a two-year diploma program offered at the UNBI Training Institute and online. You will study cross-cultural and gender issues, gambling, pharmacology, drug abuse history in communities, prevention strategies, and more. Instructors with real-world experience provide practical training in:

- administrative and communication skills
- integrated case management, motivational interviewing
- one-on-one and group counseling
- community mobilization, prevention, and development projects
- community-based public education, health promotion sessions
- screenings, assessments, treatment plans, and referrals
- suicide intervention and crisis intervention
- trauma and addictions

Experiential Learning

You will apply what you learn in class in simulated experiential learning labs. Skilled instructors provide coaching and monitoring as you practice suicide and crisis intervention skills, one-on-one counseling techniques and group counseling and mobilizing community prevention programs.

On-the Ground Training

You'll get hands-on training in the community, including a two-week clinical practicum in a detoxification setting and a 12-week clinical practicum in a mental health and addictions program setting. New Brunswick Indigenous Career College's extensive training hours and real world experience provide professional skills and confidence, enabling you to transition smoothly into a counselling position on graduation.

Career and Salary Information

Your Career

Look for career opportunities with provincial and federal health agencies, non-profit organizations, school systems, private companies, and with community-based agencies.

Potential Careers

Sample Job Title	NOC Classification	Earning Potential
Addictions Counsellor	Family, Marriage, and Other Related Counsellors (4153)	\$40,600-\$89,500
Substance Abuse Counsellor	Family, Marriage, and Other Related Counsellors (4153)	\$40,600- \$89,500
Addictions Worker	Community and Social Services Workers (4212)	\$32,500 - \$70,400

Length and Start Date

Start Date(s): September (on campus and online deliveries)

Length: 80 weeks

Year 1- 41 weeks; Year 2 - 39 weeks

Locations

- Online/Distance
- New Brunswick Indigenous Career College

Some programs offered online or otherwise by distance (i.e., correspondence) include on-site labs, clinical, practicums or work experiences. They may be offered course-by-course or full-time or both and deliveries may change over time.

Career Opportunities

Graduates of this program are qualified to working a wide variety of CSW/AW settings and occupation Job titles vary per location, but graduates are an integral part of many settings, including:

- Rehabilitation Centres
- Public and Private Addiction Counselling Clinics
- Addiction and Drug Awareness Agencies
- Mental Health Centres
- Health Care and Social Assistance
- Nursing and Residential Care Facilities
- Youth Centres
- Individual and Family Services
- Youth Protection
- Public Administration
- Civic and Social Organizations
- Social Advocacy
- Grant-making Organizations
- Provincial Government
- Out-Patient Care Centres
- Local Community Service Centres
- Vocational Rehabilitation Services
- Educational Services

Program Objectives

This program provides students with the basic knowledge, skills, and work experience needed to become permanently employable in a CSW/AW setting. Skill development is delivered in three areas:

- Comprehensive community service and addictions worker knowledge, including psychology, sociology, family life, mental health, addictions, criminology, dealing with at-risk populations, case management, counselling, ethics, business communications, report writing and government and social services. Students learn about both the prevention and the treatment of addictions, including organizations, like AA which focus on rehabilitation.
- Full range of computer and office skills, including current software applications, keyboarding skills, and personal and professional development.
- On-site work experience through practicum at an approved CSW/AW placement.

Of Interest To

This program is of interest to people with a strong desire to work as part of an integral team (CSW/AW) who also:

- Enjoy performing a variation of responsibility in a caring, gracious, and professional manner.
- Place a high value on confidentiality, discretion, support, and detachment.
- Have a keen interest in community services and social work field.
- Demonstrate a strong personal and professional commitment to achieving excellence in a CSW/AW capacity.

Year 1 - Semester 1

ASC 101/102

Relating to Self/Relating to Others

You will enhance self-knowledge as well as gain better understanding of the Mi'kmaq/Wolastoqey culture. Studies will include working with Elders to explore oral traditions (including the spoken language), traditional and contemporary values and cultural preservation through Talking Circles, Medicine Wheel, etc. You will develop skills for establishing and maintaining effective relationships with others.

ASC 103

Behaviour and Drug Dynamics

You will be introduced to the pharmacological and physiological effects of drugs on the body. You will also discuss six major drug classifications. You will examine, in detail, key drugs of abuse encountered as addictions workers. You will also practice presenting information on drugs to education groups.

Credit Units: 3

Course Hours: 45.0

ASC 104

Substance Use Disorders/Disorder Patterns

You will discuss the theories, etiology, and best practices of working with clients with substance use disorders. You will also review the addictions and recovery processes for alcohol, cocaine, and marijuana for adults and adolescents.

Credit Units: 3

Course Hours: 45.0

ASC 105

Erosion of Addicted Families

You will examine the progressive erosion of family functioning as the effects of substance disorders progress. The effects on the addicted person's spouse, children, parents and adult children will be given specific attention.

Credit Units: 3

Course Hours: 45.0

ASC 106**Detoxification and Recovery Processes**

You will examine various detoxification programs, recovery wellness models, the dynamics of relapse, and medical interventions used in the recovery process across Canada. You will examine special considerations needed for withdrawal management (including treatment processes) as they relate to non-Indigenous and Indigenous traditional practices.

Credit Units: 3

Course Hours: 45.0

ASC 107**Family Systems and Abuses**

Your studies will focus on the structure, functions, individual roles, and values within the institution of the family. The Canadian family, the influence of family background, and family dynamics within a "systems theory" will be emphasized. You will examine the types of abuses that occur in a family and various referral strategies for families entering into the healing process.

Credit Units: 2

Course Hours: 30.0

ASC 108**Valuing Diversity**

You will be introduced to a philosophical approach that values diversity, blends multi-spiritual principles and emphasizes the strengths within community. You will examine what it means to be culturally competent when working with clients affected by mental health and substance use/abuse. You will also participate in cultural awareness activities with special consideration to Indigenous peoples of Canada.

Credit Units: 2

Course Hours: 30.0

ASC 109**Critical Reading and Writing**

You will develop basic skills in critical analysis and effective reading by analyzing and evaluating materials from various disciplines. You will also refine your understanding and practice of the structures of composition by writing a research paper on a topic of your choice using APA-style.

Credit Units: 3

Course Hours: 45.0

ASC 110**Personal Health Strategies**

You will review the whole person model, time management, learning styles, study techniques, various types of stressors, and how they affect your mental well-being. You will then use the results to create individualized study and mental health plans needed to complete the program. You will explore the use of cultural activities to manage stressors.

Credit Units: 2

Course Hours: 30.0

ASC 111**Mental Health and Addictions Professionals**

You will explore personal and professional development as it relates to the addictions and mental health industry. You will be introduced to the concepts of personal and professional development in a holistic and multifaceted approach. You will learn practical ways of exploring self-concept, self-esteem, and raising one's self-esteem using focusing/mindfulness and a values clarification process to develop personal and professional goals.

Credit Units: 3

Course Hours: 45.0

Year 1 – Semester 2**ASC 112****Communications in Mental Health and Addictions**

You will practice communication skills needed to develop effective interpersonal communication within the mental health and addictions profession. Skills learned will include verbal and non-verbal communication, self-disclosure, trust building, demonstrating respect, summarizing, giving and receiving feedback, and paraphrasing. You will also examine the role addictions, co-dependency, and cultural diversity play in communications from a client's view and from the skilled helper's view.

Credit Units: 3

Course Hours: 45.0

ASC 113**Human Relations in Mental Health and Addictions**

You will examine the importance of interpersonal competence and communication in one's personal and professional life. You will study self-disclosure and the various levels needed for personal and professional use. The course content includes trust building, active listening, verbal and non-verbal communication, and building relationships with individuals from diverse backgrounds.

Credit Units: 2

Course Hours: 30.0

ASC 114**Conflict Resolution in Mental Health and Addictions**

You will be introduced to theory and skills for effective anger, fear, and conflict management. You will learn how to identify sources of anger, fear, and conflicts. You will be given opportunities to practice assertiveness, conflict resolution, confrontation, and negotiation skills. You will also explore the implications that arise when working with people affected by addictions and from various cultural backgrounds.

Credit Units: 3

Course Hours: 45.0

ASC 115**Fetal Alcohol Spectrum Disorder**

You will be introduced to the basic concepts of Fetal Alcohol Syndrome (FAS) and partial Fetal Alcohol Syndrome (PFAS). The course emphasizes the importance of identifying those at risk for FASO neurodevelopmental disorder, early intervention, and strategies for working with clients and their families affected by Fetal Alcohol Spectrum Disorder (FASD).

Credit Units: 1

Course Hours: 15.0

ASC 116**Special Needs in Mental Health and Addictions**

You will study the role sex and sexuality play in addictions. You will examine a number of core challenges surrounding special needs clients including the elderly, grieving clients, physically challenged, clients with chronic infectious diseases, clients on probation or parole and street youth. You will also study addictions issues specific to the sub-group populations with gender issues.

Credit Units: 3

Course Hours: 45.0

ASC 117**Ethics in Mental Health and Addictions**

You will examine the purpose and ethical basis for being a skilled helper with particular emphasis in the addictions industry. You will be introduced to the Problem Management Approach to Helping. You will learn how to apply the codes of ethics and confidentiality in the human services industry, notably the addictions industry.

Credit Units: 2

Course Hours: 30.0

ASC 118**Life Span Issues**

Using a holistic approach, you will examine culture in human development and the influence of substance use and/or abuse and mental health issues in each stage of the life span.

Credit Units: 3

Course Hours: 45.0

ASC 119**Concurrent Disorders**

You will be provided with foundational knowledge regarding the relationship between mental health and substance use, risk factors, and treatment models for concurrent disorder clients. You will study prevalence rates of concurrent disorders. You will be introduced to the Saskatchewan Mental Health Act. You will use brief screening instruments and referral procedures.

Credit Units: 3

Course Hours: 45.0

ASC 120**Process Addictions**

You will examine the nature and extent of process addictions including problem gambling and Internet use, the phases of problem use, and the signs and characteristics of individuals who experience problem use. You will be introduced to entry level screening, assessment tools and referral sources used for process addictions, relapse and the recovery process.

You will recognize the differences, similarities, and relationships between gambling, other addictions, and mental health issues.

Credit Units: 2

Course Hours: 30.0

ASC 121**Mental Health Disorders and Medical Issues**

You will examine the history, services, the Diagnostic and Statistical Manual of Mental Disorders (DSMMV) and the Canadian Mental Health Strategy, including the continuum of mental health and mental well-being, and the concept of the "Recovery Model". You will examine the effects of stigma as it relates to mental health and substance use disorders and its effect upon the client. You will study pharmacological treatment of mental health issues, Indigenous philosophical approaches to medication, and issues that may arise between conflicting philosophies of Indigenous peoples and the medical model.

Credit Units: 3

Course Hours: 45.0

Year 2 - Semester 3**ASC 122****Brief Screenings**

You will examine and practice using various brief screening instruments. You will practice administering, scoring, interpreting, and presenting brief screening results.

Credit Units: 2

Course Hours: 30.0

ASC 123**Suicide Interventions**

You will receive information on suicide, and suicide prevention and intervention. The course content includes recognizing suicidal behaviour, assessing risk and practicing prevention and intervention techniques. You will also discuss addictions centre protocol.

Credit Units: 1

Course Hours: 15.0

ASC 124**Addictions Counselling Theory**

You will receive an orientation to the complete skilled helping process using the Egan Three-Stage Problem Management Approach and the Opportunity Development Approach to Helping. You will examine establishing rapport, foundational counselling skills, assessing client problems, the process of facilitating client self-exploration, assisting a client in developing new perspectives, and setting goals. You will learn how to challenge clients when they are stuck, the role of challenging denial in co-dependent and addicted clients, and the process of facilitating clients in designing their treatment plans.

Credit Units: 3

Course Hours: 45.0

ASC 125**Motivational Interviewing**

You will examine the elements and process of motivational interviewing. You will also explore what motivates a person to change, in particular, to seek and maintain recovery from various conditions. You will practice the motivational interviewing process and working with resistant clients.

Credit Units: 2

Course Hours: 30.0

ASC 126**Assessments and Recovery Plans**

You will examine various comprehensive assessment instruments, the process of assessing clients using the whole person model in treatment modalities, case management procedures, risk assessment and best practices. You will practice both paper and electronic documentation and record keeping.

Credit Units: 3

Course Hours: 45.0

ASC 127**Detoxification Practicum**

You will apply the theory and skills you learned in the program in a real-life social/medical detoxification setting. You will be evaluated based on the core functions an addictions worker performs in a detox setting and on your ability to monitor and assist clients in the withdrawal management process.

Credit Units: 5

Course Hours: 80.0

Year 2 - Semester 4**ASC 128****Administrative Functions**

You will become familiar with the administrative functions required of addictions service agencies. You will examine organizational structure, management styles, working with community-based organizations, and measuring outcomes. You also practice time management and job search skills.

Credit Units: 3

Course Hours: 45.0

ASC 129**Industry Documentation**

You will learn how to write formal business letters, memos, and informal agency reports for staff presentations. You will also learn how to prepare and manage electronic formal reports such as research and formal reports for government and human service agencies.

Credit Units: 2

Course Hours: 30.0

ASC 130**Presentation Skills**

You will apply various presentation delivery formats ranging from formal speeches to preparing and facilitating interactive public education presentations.

Credit Units: 2

Course Hours: 30.0

ASC 131**Trauma and Addictions**

You will examine the prevalence and relationships between trauma, addictions/substance abuse, and mental health including the impact of residential schools on Indigenous peoples. You will examine the impact on service providers working with trauma survivors and the healing process of trauma survivors.

Credit Units: 3

Course Hours: 45.0

ASC 132**Addictions Counselling Practice**

You will conduct one-to-one counselling sessions using the Egan Three-Stage Problem Management Approach and Opportunity Development Approach to Helping. You will practice foundational counselling skills, assist clients (both chemically dependent and their family members) with identifying, exploring, and clarifying problem situations. You will also assist clients in setting recovery goals and creating and implementing treatment plans. You will learn how to challenge denial, establish rapport, close helping sessions, and adhere to the addictions worker code of ethics.

Credit Units: 8

Course Hours: 120.0

ASC 133**Addictions Group Counselling**

You will examine the principles of designing, facilitating, and evaluating personal growth groups. Addictions education and recovery groups will be emphasized. The areas that you will explore include the nature and purpose of group counselling, models, and stages of group growth and development, leadership/facilitator styles and skills, critical incidents, intervention techniques, and designing groups using the Developmental Model of Recovery.

Credit Units: 2

Course Hours: 30.0

ASC 134**Counselling Modalities**

You will be introduced to various counselling techniques that can be used to accompany the Egan Three-Stage Problem Management Approach and Opportunity Development Approach to Helping. You will review the important link between counselling and twelve-step programs. You will discuss the techniques as they apply to addictions counselling. You will have an opportunity to present a counselling modality.

Credit Units: 2

Course Hours: 30.0

Year 2 - Semester 5**ASC 135****Community Engagement**

You will examine the process of change, community engagement, mobilization, and development. Prevention and education strategies to regain or maintain community wellness lost due to substance abuse will be emphasized.

Credit Units: 2

Course Hours: 30.0

ASC 136**Prevention Programs**

You will examine the major forces and perspectives that have shaped our current addictions policies, laws, and practices. Your studies will focus on prevention programming and strategies that can be used to help individuals and communities regain or maintain healthy lifestyles without the influence of substance use.

Credit Units: 2

Course Hours: 30.0

ASC 137**Addictions and Intervention Strategies**

Your studies will focus on the goals and philosophy of interventions. You will examine and practice an intervention process as it applies to initiating recovery from the addictions process. You will also examine the role of employee and family assistance programs as a form of intervention and harm reduction.

Credit Units: 4

Course Hours: 60.0

ASC 138**Addictions Group Design**

You will examine, design, present, and evaluate various addictions and personal growth group designs. The course will emphasize the developmental model of recovery and the trans-theoretical model of change.

Credit Units: 2

Course Hours: 30.0

ASC 139**Addictions Group Facilitation**

Your studies will focus on the skills needed to facilitate a group process, manage critical incidents, conduct third-party mediations, present planned theory inputs, facilitate structured experiences, and assess group progress. The activities are designed to replicate a typical addictions education/counseling group according to the Developmental Model of Recovery. All activities will be videotaped with extensive feedback on your participation and facilitation skills.

Credit Units: 6

Course Hours: 90.0

PRAC 140**Assessments in Addictions Services**

You will apply the core functions as an addictions professional within a clinical and community education setting. You will practice the functions related to interpersonal competence, administration skills, screening, intakes, orientation, assessments and treatment planning. You will also examine and design treatment plan activities based on the Developmental Model of Recovery.

Credit Units: 15

Course Hours: 225.0

Year 2 - Semester 6**PRAC 141****Treatment Planning in Addictions Services**

You will apply the core functions as an addictions professional within a clinical and community education setting. You will practice the functions of interpersonal competence, administration skills, one-to-one and group counselling, case management, intervene in crisis situations, present client education, refer clients, manage files and client records and consult with other professionals. You will also examine and facilitate counselling activities based on the Developmental Model of Recovery.

Credit Units: 17

Course Hours: 255.0

PRAC 142 (Student's Choice)**PRAC 143 (Student's Choice)**