This is a sample outline. Actual course outline may vary in structure, required readings, texts and assignments.

SCHOOL OF SOCIAL WORK – UNIVERSITY OF VICTORIA
SOCIAL WORK 472
SOCIAL WORK PRACTICE IN THE FIELD OF ADDICTION
DISTANCE EDUCATION COURSE OUTLINE

Course Description

See UVic calendar.

Date: 

This is a sample outline from 2009. Your course outline may vary in structure, required readings, texts, and assignments.

Course Objectives:

• Review the trans-theoretical model of change and other theoretical approaches to addiction and recovery
• Clarify your beliefs, values and assumptions as they relate to healing, recovery and change
  • Understand the importance of self-awareness in one’s personal, professional, social, and cultural life.
• Recognize the social, political, economic, and cultural context within which addiction exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
• Examine how to provide helping strategies that are appropriate to the personal and cultural identity and worldview of the person/family.
• Develop an understanding of various practice approaches to assessment and intervention planning with people experiencing addictions/addictive processes or those affected by the addictions of others
• Describe the philosophies, policies, and practices of the most generally accepted and scientifically supported approaches to assessment, intervention, recovery, relapse prevention, and continuing care for those experiencing addiction or those affected by the addiction of others.
• Critically reflect on the implications of the different approaches to assessment and intervention and how these approaches may need to be modified when working with children, youth, adults, seniors, families, and/or communities affected by additions/addictive processes.
• Understand some of the areas of congruence, tensions and / or dilemmas between
the different approaches.
  - Demonstrate the applicability of motivational interviewing in social work practice with those experiencing addiction or those affected by the addiction of others.
  - Describe the differing outcomes / goals (abstinence, prevention, harm reduction) of the various approaches to working with children, youth, adults, seniors, families, and communities affected by addictions/addictive processes.
  - Clarify your beliefs, values and assumptions as they relate to the intended outcomes / goals (e.g., abstinence, prevention and harm reduction) of these approaches and the various practice models used.
  - Critically reflect upon the knowledge base which informs differing approaches and enhance your ability to critique the approaches by using relevant literature and research to expand your understanding
  - Recognize the importance of family, social networks, and community systems in facilitating change and supporting the recovery process.
  - Understand the value of an interdisciplinary approach to addiction treatment and critically reflect upon ways to work collaboratively to design plans for change at the individual, family, community and societal level.
  - Articulate the ethical issues that present when working with those who are experiencing addiction/addictive processes or with those who are affected by the addiction of others.
  - Research reports and other literature identifying risk and resiliency factors for addictions/addictive processes.

**WEEKLY TOPICS:**

- Unit 1: Orientation to the Course: Person/Client Centered Social Work Practice in the Field of Addictions
- Unit 2: Theory of Change Models and Social Work Practice.
- Unit 3: Tools for Planning and Co-Constructing Change: Motivational Interviewing
- Unit 4: Complicating Change: Co-occurring Conditions and Intersecting Issues
- Unit 5: Planning and Co-Constructing Change: Community Level Interventions
- Unit 6: Prevention and Innovation: Harm Reduction and Health Promotion
- Unit 7: Planning and Co-Constructing Change: Assessment, Change, and Intervention Across the Life Span (Children and Youth)
- Unit 8: Planning and Co-Constructing Change: Assessment, Change and Intervention Across the Life Span (Adults)
- Unit 9: Planning and Co-Constructing Change: Interventions with Families
• Unit 10: Indigenous Approaches to Healing and Helping
• Unit 11: Co-Constructing Change: Case Management, Inter-professional Practice and Interagency Collaboration
• Unit 12: Integrating Theory and Developing a Practice Stance (Praxis)

Readings:

UNIT ONE

Readings

(Please read in this order after reading the Unit Notes)


E-Reserve


UNIT TWO

Readings

(Please read in this order after reading the Unit Notes)


E-Reserve


Optional e-reserve readings


Unit 3

Readings

(Please read in this order after reading the Unit Notes)


E-Reserve


Optional e-reserve readings


Unit 4
Readings
(Please read in this order after reading the Unit Notes)


E-Reserve


Optional e-reserve readings


Unit 5

Readings
(Please read in this order after reading the Unit Notes)


E-Reserve


Optional e-reserve readings

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**Unit 6**

**Readings**

(Please read in this order after reading the Unit Notes)


**E-Reserve**


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**Unit 7**

**Readings**

(Please read in this order after reading the Unit Notes)


E-Reserve


Optional e-reserve readings


Supplementary Readings (optional)


Unit 8

Readings

(Please read in this order after reading the Unit Notes)


Addiction Research Foundation. (1996). Chapter 3: Important issues to consider when working with women. In The hidden majority: A guidebook on alcohol and other drug issues for counsellors who work with women (pp. 41-84). Toronto, ON: Author. (Readings Package)

E-Reserve


Supplementary Readings (optional)


Unit 9

Readings

(Please read in this order after reading the Unit Notes)


E-Reserve


Optional e-reserve readings


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Unit 10

There are no new readings for this unit.

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Unit 11

(Please read in this order after reading the Unit Notes)


E-Reserve


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Unit 12

Readings

(Please read in this order after reading the Unit Notes)


Assignments

SOCW 472 Assignments & Learning Activities
LEARNING ACTIVITIES:

Unit One

Learning Activity 1.1 - Media Survey: Addictions in the Media
Complete this learning activity after reading Topic 1 in the Unit Notes.
Type: Self-paced, ungraded

Learning Activity 1.1 invites you to examine how services to people who are experiencing addictions or are affected by someone else’s addiction are portrayed in the media and then reflect on the perspective that such portrayals depict. Many of the issues facing those who work within this field are reported in the news. One example is the press coverage that is received by harm reduction programs and/or needle exchange services. This activity invites you to observe the media over the duration of the course and to make a critical appraisal of how these issues are depicted in the media.

Instructions
This activity has three parts.

Part One: Collecting Media Samples
Collect and review articles that discuss addictions treatment in Canada. Please note that issues of *Maclean’s* magazine from 1984 to present are available through the university’s online Library Service and can supplement whatever information you may find in local newspapers.

Part Two: Reflections
Over the course of the term, enter short summaries of what you read in your workbook which outline what you learned about the way in which contemporary addictions issues in Canada are portrayed in the media.

Part Three: General Online Discussion
Go to Discussions on the course website home page.
When you see something in the media about the way in which addictions are portrayed, post a message in the Addictions in the Media discussion. Share your comments with other students about how addictions are discussed and what language is used to stereotype particular types of addictions/addictive processes. A few days later, check the Addictions in the Media discussion again and review (and respond to) the comments made by your fellow students.

Learning Activity 1.2 - Personal Reflections on Person/Client-Centred Practice
Complete this learning activity after reading Topic 2 in the Unit Notes.
Type: Self-paced

Before you begin the next readings for this unit, do the following critical reflection activity. Now, take some time to write out your current perspective and experiences with
addictions and additive processes. In your practice workbook, respond to two of the following questions:

- What is person/client centred practice?
- What theories inform person/client centred practice?
- What labels are used to describe people who are addicted or engaged in an addictive process? How does this contribute to or detract from person centred practice?
- What obstacles may exist in social work practice settings that interfere with having a person/client centred practice as a social worker?
- What new questions about addictions arose for you while you were answering these questions?

Keep track of your responses to these questions so that you can refer back to them as you move through the course. Don’t worry about the style in which you record your responses, but, since you will want to refer back to them, make sure you provide enough information to make sense of them later.

**Learning Activity 1.3 – Assigned Reading: Addiction and Social Work**

Complete this learning activity after reading the text in Topics 1 through 3 in the Unit Notes.

**Type: Self-paced**

All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

**Instructions**

This activity has two parts.

**Part One: Reading**

In your course text, locate and read the following:


Read the following:


From the e-reserve library, locate and read the following:

Part Two: Questions for Reflections (enter in practice workbook)

Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- After reviewing the Csiernik and Rowe chapter discuss what influences have contributed to a social work understanding of addiction.
- Describe how the person centred practice perspective might influence the way you work with a future client.
- How would you define readiness for change? What are the challenges inherent in working from a client-centred approach and applying this model?
- What have been the key oversights regarding addictions to social work education?
- What are three core competencies or knowledge foundations that are required by social workers as told by service users and service providers to Sersizko (2006)?
- From your perspective, what were the most interesting pieces of information in these readings?

**Learning Activity 1.4 - Introductions: Establishing a Learning Community**

Complete this learning activity after reviewing the Blackboard Startup Kit, the Study Guide on the course Blackboard site, as well as the DE Resource Kit and the welcome letter from your instructor.

Type: Required, time-sensitive, ungraded

Post: to Introductions discussion topic

This activity has three parts.

**Part One**
Send a message to your instructor using the Blackboard mail tool. Remember to send information on how you can be contacted, including your telephone numbers. In addition, tell the instructor something about yourself and pose any questions you might have about the course.

**Part Two**
By Monday of Week 2, use the Introductions discussion topic to post a short introductory note to the other students in your section of this course. In this posting include:

- something about your volunteer or professional experience, your personal views of practice, and a bit about who you are as a person
- a few words about your experience to date in working in small groups
- your thoughts on how addictions/addictive processes are viewed in society
- what you need to learn to prepare yourself to be an effective practitioner when working with people who are experiencing addictions or are affected by someone else’s addiction

**Part Three**
Distance students often wish to contact each other by telephone to network with students in the same community or to discuss working on group projects. If you are comfortable sharing a contact phone number and the name of the community in which you live (not your home address) with the other students in this course, please post this information to the Student Contact Information discussion topic. Include the following information in your posting:

- your name
- a contact phone number
- the name of the community in which you live

**Learning Activity 1.5 - Sign up for a group**

Complete this learning activity after reviewing the Blackboard Startup Kit, the Study Guide on the course Blackboard site, as well as the DE Resource Kit and the welcome letter from your instructor.

**Type:** Required, time-sensitive, ungraded

Sign-up for your small group. You can sign up for your group by clicking on the Group Sign-up Sheet on the Blackboard site's homepage. Select a group from one of the groups listed on the sign-up sheet. Your group will be set up as a “discussion topic” (e.g., Discussion Group #1) on this Blackboard site.

**Learning Activity 2.1– Assigned Reading: Change and Addictions**

Complete this learning activity after reading the text in Topics 1 through 2 in the Unit Notes.

**Type:** Self-paced

**Introduction**

This activity invites to explore the application of the trans-theoretical model of change to practice.

All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

**Instructions**

This activity has two parts.

**Part One: Reading**

In your course text, locate and read the following:


From the course readings package:

From the e-reserv library, locate and read the following:


You may choose to read the following optional e-reserve readings:


**Part Two: Questions for Reflections (enter in practice workbook)**

Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- What contributions did the article by Hanninen make to your learning?
- How could first person narratives of recovery add to other evidence about the effectiveness of interventions?
- How does the transtheoretical model inform an approach to working with individuals?
- How do Miller and Rollnick (2002) define motivational interviewing?
- Outline the relevance of motivational interviewing for addictions work
- From your perspective, what were the most interesting pieces of information in these readings?

**Learning Activity 3.1 – Assigned Readings: (Motivational Interviewing and Change) and Questions for Practice Workbook**

*Complete this learning activity after reading Topic 1 in the Unit Notes.*

**Type:** Self-paced

**Introduction**

This learning activity provides you with an opportunity to examine readings that discuss motivational interviewing, change and assessment.

This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the
Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

**Instructions**

This activity has two parts.

**Part One: Reading**

In your course text, locate and read the following:


From the e-reserv library, locate and read the following:


You may choose to read the following optional e-reserve readings:


**Part Two: Questions for Reflections (enter in practice workbook)**

Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- List three ways motivational interviewing represents a client centred approach.
- Outline the relationship between motivational interviewing and self determination theory.
- Identify how motivational interviewing is different from confrontational interviewing.
• What factors does DiClemente suggest help to maintain rather than change an addiction?
• Identify the steps involved in moving from the pre-contemplation, contemplation, and preparation stages of change.
• Define the elements of assessment that are described by Miller.

Learning Activity 3.2 – Website Review (Reviewing and Assessing Assessment Instruments) Readings, Reflections, Commentary, and Optional Interactive Discussion
Complete this learning activity after reading Topic 2 in the Unit Notes.
Type: Self-paced

Introduction
Several agencies, organizations and/or academics have designed assessment tools for working with people who are addicted or are affected by the addition of others. One example is work done a few years ago by the Alberta Alcohol and Drug Abuse Commission (AADAC). AADAC has published a review of screening and assessment instruments currently available for use in when working with people who are addicted or engaged in addictive processes. AADAC’s goal was to gather information about what instruments are available and the merits and limitations of those instruments.

Instructions
This activity has four parts. The fourth part is optional.

Part One: Access and Read
• Go to the website that lists research reports published by AADAC. The AADAC report which gives a systematic review of assessment instruments can be found at http://corp.aadac.com/research/.
• Find the link that provides access to the document “A Review of Addictions-Related Screening and Assessment Instruments: Measuring the Measurements”.
• Review the report.
• Write a summary of what you learned in your practice workbook.

Part Two: Access and Read
The Centre for Substance Abuse, Alcohol and Addictions in Albuquerque, New Mexico also provides an online directory of Assessment Instruments that are used in the addictions field.
• Go to the website that provides an inventory of assessment instruments that are used in the addictions field. This inventory can be found at http://casaa.unm.edu/inst.html
• Review a variety of assessment instruments that can be accessed from this site.
• Choose three of these instruments to review in depth.
• Write a summary of what you learned in your practice workbook, giving particular attention to how you see these complementing a bio-psycho-social-spiritual assessment.
Part Three: Integrating Readings, Website Reviews and Unit Notes

After you have completed the reviews and the readings described in learning activity 3.2, respond to two the following questions (enter your responses in your workbook):

1. What perspectives do you see embedded in the various assessment strategies and tools?
2. Do these tools acknowledge that the client is the expert on their own experiences?
3. Whose needs do these assessment practices meet?
4. Think back to the discussion in previous courses about the challenges and opportunities to “work across difference” in social work practice (for example from an indigenous perspective, working with women or youth, working with people who live with a disability, working with people who are queer). How do you think these data gathering techniques and assessment procedures fit when working with different groups within society? If necessary, how might you modify them to be appropriate?
5. Which do you think is more helpful in understanding client’s experiences—qualitative information gained from interviews or quantitative information gained from standardized tests? Why?
6. How do these strategies address the social, economic and political context within which the client lives?
7. Are there assumptions embedded in the tools that reflect current social divisions based on class, age, gender or sexual orientation? What assumptions do you see?
8. What is the role of the social worker in assessment? For example, is it to direct, facilitate, act as expert or be a co-learner? How might you work with clients so that the assessment is empowering?
9. What skills and knowledge do you think a practitioner would need to work with these tools?
10. If you were a child protection worker, what tensions or dilemmas do you think would arise for you when assessing a parent, child or youth for addiction issues?

Learning Activity 3.3 – Social Work Skills and Addiction

Complete this learning activity after reading all topics in the Unit Notes.

Type: Optional

Introduction
This activity invites you to think about your own understanding of the social work skills that are required for working with those who are addicted or affected by the addictions of others.

Instructions
Part One: Self Assessment
Take a few moments to sit quietly and think about your own level of comfort in having the skills to work effectively with others. What are your strengths? Where do you see that you have further learning to do? How will you acquire this learning? What is your understanding of how you would use the transtheoretical model of change in your practice?
Part Two: Reflection and Individual Summary
Due: Wednesday, Week 3:

- Write an optional summary (maximum 300 words) of your thoughts about the skills that have been described in this unit and the concepts inherent in the transtheoretical model of change.
- Review the report written by Serzisko (2006). Click here to access the PDF file. Include a paragraph or two that outlines your response to the report written by Serzisko (2006) that describes your own response to the comments made by service providers and consumers about the skills and knowledge base for social workers regarding additions/addictive process. Make a careful assessment of your own level of knowledge in this field. What has informed these views?

Learning Activity 3.4 – Preparing for Assignment 1 - Community Service Report
Complete this learning activity after reading all topics in the Unit Notes.
Type: Required, time-sensitive

By now, you should be well on your way to completing Assignment 1. During the first week of the course, you were advised to contact a service provider/agency that provides addiction prevention or treatment services in your community and arrange an interview with one of their social workers or counsellors. You were then to prepare a list of questions, using course materials, to ask the social worker/counsellor during the interview. This learning activity offers you the opportunity to organize your notes and to prepare to submit Assignment 1 which is due on Friday, Week 4.

Learning Activity 4.1 – Assigned Reading: Change and Addictions
Complete this learning activity after reading Topic 2 in the Unit Notes.
Type: Self-paced

Introduction
All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

Instructions
This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

Part One: Reading

In your course text, locate and read the following:
From the course readings package:

From the e-reserv library, locate and read the following:


You may choose to read the following optional e-reserve readings:


**Part Two: Questions for Reflections (enter in practice workbook)**
Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- Describe the strategies suggested by DiClemente for “Cultivating Seeds for Change”
- What recommendations do Sullivan et al make for providing better care and preventing further health consequences for people who use intravenous drugs?
- What comments do Negrete et al make regarding the concurrent disorders screening instrument? How would you see such a tool being used in a social work practice environment?
- What relationships do Gulliver et al claim exist between co-occurring substance use and post traumatic stress disorder?

**Learning Activity 4.2 – Website Review (Centre for Addictions and Mental Health)**
Readings, Reflections, Commentary, and Optional Interactive Discussion
Complete this learning activity after reading Topic 2 in the Unit Notes.
Type: Self-paced

**Introduction**
The Centre for Addiction and Mental Health (CAMH) is one of Canada's leading addiction and mental health teaching, research and treatment facilities. They have central facilities located in Toronto, Ontario and 26 community locations throughout the province. CAMH is fully affiliated with the University of Toronto and is a Pan American Health Organization and World Health Organization Collaborating Centre. CAMH was formed in 1998 as a result of the merger of the Clarke Institute of Psychiatry, the Addiction Research Foundation, the Donwood Institute and Queen Street Mental Health Centre. CAMH has published a document titled “Treating Concurrent Disorders: A Guide
for Counsellors”. This activity directs you to explore the portions of this document that are available on the internet and examine the delivery of services to those experiencing concurrent conditions (or those affected by the concurrent conditions of others).

Instructions

This activity has two parts. The second part is optional.

Part One: Access and Read

Go to the website for the Centre for Addiction and Mental Health and access portions of the document titled “Treating Concurrent Disorders: A Guide for Counsellors”. Portions of this work can be accessed at http://www.camh.net/Care_Treatment/Resources_for_Professionals/Treating_Concurrent_Disorders_Introduction/index.html.

Find the link that provides access to the portion titled “The Relationship Between Substance Use and Mental Health Problems”. Review this portion of the document. Write a summary of what you learned in your practice workbook.

Part Two – Optional: Posting to Views and Voices discussion topic

After you have reviewed the documents noted above, post a 200-word summary that gives your assessment of what programs seem most effective in responding to concurrent conditions. Post your commentary to the Views and Voices discussion topic. Please post your response to the “Concurrent Conditions” discussion thread. (The first student to post to the thread “Concurrent Conditions” will need to start the thread by composing a new posting titled “Concurrent Conditions”. Once the thread has been created the other students will reply to the first posting titled “Concurrent Conditions”.)

Learning Activity 4.3 – Submit Assignment 1

Type: Required, time-sensitive

Please submit Assignment 1 by Friday, Week 4. See the actual due date on the Blackboard Course Calendar. See detailed Instructions for Assignment 1 in the Assignments page on this Blackboard site.

Learning Activity 5.1 – Assigned Readings: Change and Addictions

Complete this learning activity after reading Topic 1 in the Unit Notes.

Type: Self-paced

Introduction

All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

Instructions

This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you
create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

**Part One: Reading**

From the course readings package:


From the e-reserv library, locate and read the following:


You may choose to read the following optional e-reserve readings:


**Part Two: Questions for Reflections (enter in practice workbook)**

Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- Describe the strategies suggested by Miller et al for community level interventions.
- What recommendations does Holder (2005) make for community level preventions?
- What comments do Jones et al (2004) make regarding how to involve young people in prevention? How would you see such a strategy being used in your work for Assignment 4?

**Learning Activity 5.2 – Beginning the Community Prevention Plan Assignment**

*Complete this learning activity after reading Topic 2 in the Unit Notes.*

**Type:** Required, time-sensitive

By Monday, Week 5
In the instructions for Assignment 4 you will note that you are expected to work with your small group to develop and submit a comprehensive community prevention plan in response to the community's situation as described in the case study presented below. Your group will need to begin discussing this assignment this week. You will then continue your discussions about how your community prevention plan emerges over subsequent weeks until the final community prevention plan is submitted to the instructor by the due date (see the Blackboard calendar).

In order to develop your prevention plan you will select one prevention framework on which you must base your plan. The frameworks from which to choose include any of the community intervention models identified in the Unit 5 notes (including the First Nations Prevention Framework) or another community prevention framework that you have located on your own as providing a useful way to develop your community prevention plan. Be sure to get your instructor’s pre-approval if you find another framework and want to use it. Remember, in addition to relying on an explicit framework, your community prevention plan needs to include at least 5-7 specific strategies (action items) of differing types, which relate specifically back to the details in the case study that is presented below.

Instructions
Phase 1: Preparation
1. On your own, post the tasks you are willing to assume in the Community Prevention Plan assignment to your Group #-- (e.g. Group #1) discussion topic. (These tasks are explained in detail in the instructions for Assignment 4 in the Assignment File on the course website) and notify your instructor by Blackboard mail of the names of the group members taking on each role.
2. On your own, read the unit materials and case study (see below).
3. Post your suggestion for a framework and a brief rationale for your suggestion (approximately 150 words) to your Group #-- (e.g. Group #1) discussion topic on the course Blackboard site.

Case study
You work and live in the community of Anywhere, BC. Anywhere is a community of approximately 80,000 people. The primary industry is forestry, and, as a result of mill closures, there is a large segment of the population who are unemployed. There are two First Nations reserves within the area and a large off-reserve population of indigenous people.

There are three high schools in the community. One high school has a large number of youth using alcohol and drugs, including an alarming increase in the use of crack and crystal meth. Property crime in the area around the school has been increasing recently, and both the police and school authorities are concerned. Youth violence is also a major problem, and a student was recently arrested with a gun at the school.

There are 12 elementary schools in the community; three of them are located in the same neighbourhood as the “problem” high school.
There is an integrated office of the Ministry of Children and Family Development (MCFD) with child protection, guardianship and resource workers, addiction workers, child and youth mental health and youth probation workers. There is a Community Health office that is part of the Regional Health Board. Five public health nurses work there, as well as a speech therapist, audiologist, nutritionist and dental hygienist. The public health nurses work in the schools and collaborate with the school system but have very little to do with MCFD other than if there is a need to make a report of child abuse.

The other people do screening and work with children with special needs.

There are two non-profit Neighbourhood Houses in Anywhere. They provide a variety of early intervention programs, family support, employment programs and counselling.

Most of these services are provided through contracts with MCFD, Ministry of Education and Ministry of Health.

There are several other contracted services in Anywhere, such as sexual abuse services, youth programs and addictions services including rehabilitation, out-of-school care, family support and parenting programs.

Several people from the community (both professionals and concerned individuals) have come to see you about finding ways to reduce addictions in the identified high school.

**Phase 2: Choosing a Framework**

1. Engage in a discussion with your online group about the community prevention frameworks that were suggested by your fellow group members.
2. Determine which framework will be used by your group to inform the design of your community prevention framework.
3. If your group chooses a framework other than the First Nations framework please post a copy of the framework as well. Please forward it to the instructor by Blackboard mail and get approval to use it before proceeding further. Your group coordinator will lead the discussion to reach a consensus on the framework the group will use, based on what the majority of group members indicated in their rationale messages. The group coordinator will post the framework decision to the Group #-- (e.g. Group #1) discussion topic.

**Learning Activity 5.3 - Media Survey: Addictions in the Media**

Complete this learning activity after reading Topic 1 in the Unit Notes.

Type: Self-paced, ungraded

Learning Activity 5.3 invites you to examine how services to people who are experiencing addictions or are affected by someone else’s addiction are portrayed in the media and then reflect on the perspective that such portrayals depict. Many of the issues facing those who work within this field are reported in the news. One example is the press coverage that is received by harm reduction programs and/or needle
exchange services. This activity invites you to observe the media over the duration of the course and to make a critical appraisal of how these issues are depicted in the media.

**Instructions**
This activity has three parts.

**Part One: Collecting Media Samples**
Collect and review media samples (newspaper articles, news clips, magazine reports etc.) that discuss how communities are working together (or working against each other) when responding to the issues presented in the community in relation to addiction/addictive processes.
Please note that issues of *Maclean’s* magazine from 1984 to present are available through the university’s online Library Service and can supplement whatever information you may find in local newspapers.

**Part Two: Reflections**
Over the course of the term, enter short summaries in your Workbook of what you read and what you learned about the way in which contemporary addictions issues in Canada are portrayed in the media.

**Part Three: General Online Discussion (Ungraded but highly recommended)**
Go to Discussions on the course website home page.
When you see something in the media about the way in which addictions are portrayed, post a message in the **Addictions in the Media** discussion topic. Share your comments with other students about how addictions are discussed and what language is used to stereotype particular types of addictions/addictive processes. A few days later, check the **Addictions in the Media** discussion topic again and review (and respond to) the comments made by your fellow students.

**Learning Activity 6.1 – Assigned Readings (Harm Reduction) and Questions for Practice Workbook**
Complete this learning activity after reading Topic 2 in the Unit Notes.
**Type:** Self-paced

**Introduction**
This learning activity provides you with an opportunity to examine readings that discuss various aspects and experiences with harm reduction and relapse prevention.

**Instructions**
This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

**Part One: Reading**
In your course text, locate and read the following:

From the course readings package:


From the e-reserv library, locate and read the following:


**Part Two: Questions for Reflections (enter in practice workbook)**
Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- In his article, Alexander suggests that “despite the enthusiastic implementation of the Four-Pillar Approach, its limitations are becoming as apparent as its virtues”. What are these limitations and what does the author of this article recommend for furthering this type of intervention?
- What are your impressions of the recommendations of the article by Slaght et al for the promotion of healthy lifestyles? How does this idea fit with the stages of change model?
- Outline the different conceptualizations of harm reduction as explained by Tammi (2004)
- What are the core tasks in moving from the contemplation to the preparation stage of recovery?
- What rationale does DiClemente provide for describing prevention as a process of interfering with the process of becoming addicted? Does this fit with your own understanding of prevention? Why or why not?

**Learning Activity 6.2 – Continuing the Community Prevention Plan Assignment**
**Group Grade** – contributes to Assignment 4.
**Type:** Required, time-sensitive

**Description of the Community Prevention Plan Assignment**
As you will recall, throughout the term you need to work as a group to negotiate how each group member will assume responsibility for a particular task in this assignment. The tasks require you to work together to evaluate community prevention frameworks, to
choose one framework to use for the remainder of this assignment and to determine how to proceed with putting together the various elements of your group community prevention plan. By this week your group should be clear about who will do which task for this group assignment. As you will recall, there are several tasks that need to be assigned early in the course. These are as follows:

**Group Coordinator** - It will be important to decide early on who will be responsible for coordinating the process of this group project and keeping the instructor informed (using Blackboard mail) of the group's progress. This process will include ensuring each group member's input is integrated, ensuring that the workload is shared equally by the group, ensuring that the assignment meets the grading criteria for the assignment and timelines are met. If the coordinator anticipates that problems may arise, (e.g. adhering to the timeframe and internal timelines; unequal sharing of the workload), they should notify the instructor (using Blackboard mail) as soon as possible. The coordinator will be responsible for providing the instructor with regular progress reports via Blackboard mail.

**“Librarian”/Compiler** - Another important role will include the task of compiling all of the information into the final report. This process will include identifying the main points and common threads within the data, and categorizing these (in point form) into themes that can be used to develop the final paper. Dissenting opinions should also be categorized into themes.

**Writer** - One group member will take on the role of writing and revising the draft of the community prevention plan.

**Data Gatherers** - All members of the group should share responsibility for locating information but group members who are not serving as overall group coordinator or “librarian”/compiler will be expected to be actively looking for information on community prevention plans, designing strategies and generating related information to support the development of the group community prevention plan. All group members will respond to drafts of the community prevention plan prepared in the first instance by the group writer. All members of the group share the responsibility for editing the final draft of the group paper.

**NOTE:** There is an expectation that students will participate actively in the group project. A student who does not contribute fully and equally to the work of a group project, in accordance with project timelines, may be assigned a lower grade for the assignment than the rest of the group members. A student who does not contribute equally to a group project may be asked to submit additional individual coursework.

**Detailed Instructions**

1. On your own, refer back to the selected framework and develop at least one strategy (action item) and how it would be implemented (approximately 150 words). This strategy MUST relate to the details in the case study.
2. Post your strategy/ies to your Group #-- (e.g. Group #1) discussion topic on by Wednesday, Week 6
3. The group compiler will need to compile all of the tentative strategies into one document and post this to the group for feedback by Sunday, Week 6.

**Learning Activity 7.1 – Assigned Reading: Youth and Addictions**

Complete this learning activity after reading Topic 1 in the Unit Notes.
Type: Self-paced

Introduction
All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

Instructions
This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

Part One: Reading
In your course text, locate and read the following:

From the course readings package:


From the e-reserv library, locate and read the following:


You may choose to read the following optional e-reserve readings:


Part Two: Questions for Reflections (enter in practice workbook)
Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- List three new insights that these readings made to your learning about youth and addictions.
- What are some of the risk factors associated with addictions and youth?
- How does the transtheoretical model inform an approach to working with youth?
- Outline the relevance of motivational interviewing for addictions work with youth.
- What suggestions does Serzisko provide for working with sexual minority youth and how could you incorporate these suggestions into your practice?
- What are the most effective approaches to family-based treatments according to Muck et al (2001)?
- From your perspective, what were the most interesting pieces of information in these readings?

**Learning Activity 7.2 – Youth, Addiction and Harm Reduction**

*Complete this learning activity after reading all topics in the Unit Notes.*

**Type:** Optional

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**Introduction**

This activity invites you to think about your own perspectives about youth and addictions and the types of interventions that may be used, including harm reduction. The Canadian Centre on Substance Abuse (CCSA) is Canada's national addictions agency. This Centre provides evidence-based information designed to reduce the health, social and economic harm associated with substance abuse and addictions. They have recently published a series of documents on Harm Reduction for Special Populations in Canada.

**Part One: Access and Read**

- Go to the Canadian Centre for Substance Abuse website at [http://www.ccsa.ca/CCSA/EN/Publications/](http://www.ccsa.ca/CCSA/EN/Publications/) (Scroll down to the header "Harm Reduction Series on Special Populations in Canada")
- Find the link that provides access to the document “Harm Reduction Policies and Programs for Youth (2006)
- Review the report.

**Part Two: Reflection**

Reflect on your thoughts about the role of harm reduction and other types of intervention for youth who are addicted.

**Learning Activity 7.3 – Continuing the Community Prevention Plan Assignment**

**Group Grade – contributes to Assignment 4.**

**Type:** Required, time-sensitive

This week your group moves on to **Phase 4: Discussing and Agreeing on Strategies**

1. By Monday, Week 7, the group compiler will have compiled all of the tentative strategies into one document and posted this to the group.
2. By Wednesday, Week 7 (and using the chosen framework), group members should review this list and discuss with each other what types of strategies (action plans) could be taken to put the community prevention plan into place. If there are more than 7 strategies identified in this document, your group should prioritize and select the 5-7 strategies you want to use in your plan.

3. Over the course of this week the group members must then work together to choose which strategies that have been suggested make sense and then fully develop the strategies that will be undertaken to support the community prevention plan you are pursuing. These strategies must take into consideration how the issues of power and authority, race, class and gender and other forms of difference may be addressed within the strategies. This discussion and decision making process should be completed by Thursday, Week 7.

4. The “librarian”/group compiler will prepare a second document which has the chosen strategies noted and post that back to the group by Sunday, Week 7. Here are a few tips for this part of the assignment.

Your plan should have 5-7 strategies. In terms of organizing the structure of your plan, this will depend on the framework chosen. For example, if you have chosen the First Nations Framework document as your guide, you would set it up with headings for each strategy as follows:

- **Target:** Identify clearly the persons or group identified as the target for this particular strategy based on the case study.
- **Strategy:** Identify the specific strategy, such as "influence" (or another strategy from the framework).
- **Target Element:** Identify the key words that describe it, e.g. "provide knowledge" or "change attitudes," etc.
- **Prevention Activity:** Briefly, but specifically describe the activity you have chosen to carry out the chosen strategy. For example: "Design and develop a skit or play and train a theatre youth group as a way to inform youth about the dangers and consequences of using alcohol and other drugs."
- **Implementation:** Describe who the key players (persons or groups) are within the community that would be involved in this particular activity and how would it get implemented or carried out.

**NOTE 1:** Please remember that this is just an example from one framework - you will use the framework chosen by your group and decide how to organize your plan based on the framework. It should be succinct as the whole assignment is only intended to be 3500 words (of which the plan is approximately 1750 words). It is important to remember that your plan should relate closely to the case study and should consider the factors, players, problems, etc. that are outlined in the case study. Refer specifically to the information in the case when developing your plan (for example, refer to community groups, problems that exist, etc.) Please note that if you choose a framework other than the First Nations framework you must first submit it to the instructor for approval via Blackboard mail and you must submit a copy of it with your assignment for grading purposes.

Learning Activity 8.1 – Movie Review, Reflections, Commentary, and Optional Interactive Discussion
Complete this learning activity after reading Chapter 6 through 9 in the course text (DiClemente).
Type: Self-paced

**Introduction**
Several movies have been produced in recent years that depict the situations of people who are addicted or are affected by the addiction of others. You can find a list of recent movies that deal with this topic by searching the internet using Google or a similar search engine.

**Instructions**
This activity has three parts. The third part is optional.

**Part One: Access and Review**
Locate a movie that relates to the issues of addiction/addictive processes and review it.

**Part Two: Compare the Movie to the Readings**
After reviewing the movie, write a 300 word summary of how the characters in the movie demonstrated various aspects of the Process of Change concepts as described by DiClemente.

**Part Three – Optional: Posting to Views and Voices discussion topic**
If you feel inclined or choose to discuss this topic with others, you may want to post a brief summary in the Views and Voices discussion topic but this is optional. After you have reviewed the movie and written your analysis of the presence (or absence) of elements of the Process of Change concepts in the movie, post a short word summary of the movie you reviewed, why you chose it and what you learned about the Process of Change. Please post your response to the “Movies and Process of Change” discussion thread. (The first student to post to the thread “Movies and Process of Change” will need to start the thread by composing a new posting titled “Movies and Process of Change”. Once the thread has been created the other students will reply to the first posting titled “Movies and Process of Change”.)

**Learning Activity 8.2 – Assigned Readings and Questions for Practice Workbook**
Complete this learning activity after reading Topic 2 in the Unit Notes.
Type: Self-paced

**Introduction**
All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

**Instructions**
This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

**Part One: Reading**
In your course text, locate and read the following:

Please click here to read the following:


From the course readings package:


From the e-reserv library, locate and read the following:


**Part Two: Questions for Reflections (enter in practice workbook)**

Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.

- What are the main points in Kasl’s critique of the 12-step model?
- How does this critique fit with your experience of attending a self-help group meeting?
- How might self help approaches address issues of marginalization due to social divisions such as class, race, gender, age, ability and sexual orientation?
- How do women-centred approaches address social, economic, historical and political contexts?
- What strikes you as most interesting or provocative about the concept of gender sensitive treatment for men?
- How do the addiction services in your community address economic, social and political disparity?
- What do you see as gaps in the services for clients who are marginalized due to social divisions such as class, race, gender, age, ability or sexual orientation?
- Who are the gatekeepers for addiction services in your community? For example, is it the doctors, community health nurses, the alcohol and drug counsellors, the police, employers’ Employee Assistance Programs, the clergy?
Learning Activity 8.3 – Practicing the Quiz Tool
Complete this learning activity after reading Topic 3 in the Unit Notes.
Type: Required, time-sensitive

Instructions
The available period for writing the practice quiz starts this week, and you will be able to view the online practice quiz on your home page. This is a reminder that you get as many attempts as you wish to write the practice quiz during this period; however, you will be allowed to write the actual quiz only once. All students in the class are required to complete the practice quiz prior to the end of Unit 8 (calendar date to be noted in Blackboard calendar) as a required, but not graded assignment.

The questions on this practice quiz are not related to the course content. The quiz is designed to help you become familiar with using the quiz tool on Blackboard and to become aware of the types of questions that are used. This practice quiz is also intended to provide an opportunity for any advance troubleshooting with respect to technical difficulties that you might encounter when using the quiz tool, due to the configuration of your computer.

The quiz includes multiple choice, true/false, short-answer, matching, and long-answer questions. The long-answer question is often called a paragraph question. You are expected to write a paragraph (normally five to seven sentences) and are given a maximum-size text box to write in, which is normally about 10 lines of text.

It is strongly advised that you complete the practice quiz on the same computer that you intend to use for the actual quiz. This way, you may learn in advance if there are any potential technical glitches. Students are responsible for contacting the helpdesk to sort out any problems in advance of attempting the actual quiz. Please do not leave this to the last minute, as the helpdesk is available limited hours and is in high demand.

Once you have accessed the quiz tool, and before beginning the practice quiz, please read the entire instructions, right through to the bottom of the page, including the important tips about submitting the finished quiz and the section on troubleshooting around browser configuration, java-script errors, browser/computer crashes, and pop-up blocking software that you might have installed on your computer. You need to be familiar with all of these considerations.

As noted earlier, both the practice quiz and the actual quiz are time limited. The clock does not start ticking for the completion time until you click on “begin quiz.” This allows you plenty of time to read the instructions for the quiz before you start it. You should carefully read all the information, especially how to submit your quiz for grading once you have finished it.

Please note that while you are completing the quiz, a helpful summary guide to the right of your screen is keeping track of your progress, including the number of questions answered and the time remaining on the clock. It also shows whether you have skipped any questions or forgotten to save your answers. It is strongly recommended that you refer to this guide prior to submitting your finished quiz for grading.

Learning Activity 8.4 – Continuing the Community Prevention Plan Assignment
Group Grade – contributes to Assignment 4.
This week your group moves on to **Phase 5: Drafting a Written Community Prevention Plan**

Instructions:

1. The group writer will integrate the information gathered by the group about the strategies (action plan) into a comprehensive community prevention plan with all the elements required by the framework. In other words, the structure of your prevention plan will reflect the framework chosen by your group.

2. The group writer will ensure that the plan follows the framework chosen by the group and relates back to the case study and addresses issues of power and authority and working across difference. The group writer will post the first draft of the prevention plan to the Group #-- (e.g. Group #1) discussion topic for feedback by 11:59 pm Thursday, Week 8.

3. Group members will then have 72 hours to post comments and suggestions for revisions to this document. Post your responses by 11:59 pm Sunday, Week 8.

**NOTE 1:** It is recommended that your group not revisit or revise the plan after moving on to Section 2. This prevention plan (approximately 1750 words) will be submitted along with the Discussion paper of Section 2. Your editor may edit the Plan at the same time as he/she is editing the discussion paper (Section 2), but only to meet the grading criteria with respect to organization, writing, APA standards, etc.

**NOTE 2:** Be very brief but clear with respect to your intentions. - Your plan does not need to include details of the activity or resources used, and you will not have the space to provide these within the maximum allowable words. Do not use tables or charts.

**Learning Activity 9.1 – Assigned Reading: Addictions and Families**

Complete this learning activity after reading Topic 1 in the Unit Notes.

**Type:** Self-paced

**Introduction**

All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

**Instructions**

This activity has two parts. You are invited to use a Workbook to keep a record of your responses to these questions. The Workbook is essentially a WORD document that you create on your own computer to record your notes. It can be seen as similar to the type of notebook you would use if you were attending a face to face lecture. You will find the Workbook to be a valuable resource to keep up to date with the readings and prepare for the online quiz.

**Part One: Reading**

In your course text, locate and read the following:


From the course readings package:
Part Two: Questions for Reflections (enter in practice workbook)
Reflect on the following list of questions. Select two questions from the list and respond to them in your practice workbook. Make sure that the two questions you choose apply to two separate readings.
- List three new insights that these readings made to your learning about families, parenting, and addictions
- Compare the ideas presented by Di Clemente in the course text regarding the well maintained recovery with the ideas presented by the Hohman article about how to use motivational interviewing in child welfare work.
- What are the 5 principles presented by Sun (2004) for social workers who are engaged in practice with addicted and pregnant women?

Learning Activity 9.2 – Preparing the Community Prevention Plan Discussion Paper
Group Grade – contributes to Assignment 4.
Type: Required, time-sensitive

This week your group begins to work on Section 2 of the Community Prevention Plan Assignment by working on the preparation of the Group Discussion paper. Remember, this discussion paper is intended to address considerations around the implementation of your prevention plan. This Section has 2 stages.

Stage 1: Discussion

1. On your own, review the prevention plan your group developed in Section 1 of this assignment. Evaluate the plan's relevance to the case study and the factors that need to be considered in terms of implementation.
2. Develop a 1-2 page, point-form draft to post to your Group # (e.g. Group #1) discussion topic by Saturday, Week 9 so that your group compiler will have time to compile and summarize the responses. In your responses, address the following points:
   a. Identify 1-2 deficiencies and gaps in the framework that your group has identified in the process of trying to apply the chosen framework to this particular case situation. In other words, critique the usefulness of this framework as it applies to this case.
   b. Identify and discuss 1-2 issues related to how power and authority are played out in your selected framework. How did power and authority play out when you attempted to apply the chosen framework to this particular case situation? Does the framework take into account issues of power and authority, or does it have limitations in this regard? If so, what are they?
   c. Identify 1-2 dilemmas and tensions you might expect to encounter when implementing this prevention plan, and identify the implications of these dilemmas. As an example of what is meant by tensions - ask yourself if there are competing priorities or potential conflicts that may exist between the various groups in the community due to their interests, beliefs, values, needs, etc.
   d. Identify and discuss 1-2 of the issues of power, authority and working across difference in terms of your plan's implementation and its relevance to the case study.
   e. Make specific links between the information in the case and your discussion.

3. In addition to posting your one-page contribution to your Group # discussion topic, you must also submit it the Assignment Dropbox by 11:59 pm Saturday, Week 9.

4. In your responses, address the following points:
   a. Identify 1-2 deficiencies and gaps in the framework that your group has identified in the process of trying to apply the chosen framework to this particular case situation. In other words, critique the usefulness of this framework as it applies to this case.
   b. Identify and discuss 1-2 issues related to how power and authority are played out in your selected framework. How did power and authority play out when you attempted to apply the chosen framework to this particular case situation? Does the framework take into account issues of power and authority, or does it have limitations in this regard? If so, what are they?
   c. Identify 1-2 dilemmas and tensions you might expect to encounter when implementing this prevention plan, and identify the implications of these dilemmas. As an example of what is meant by tensions - ask yourself if there are competing priorities or potential conflicts that may exist between the various groups in the community due to their interests, beliefs, values, needs, etc.
d. Identify and discuss 1-2 of the issues of power, authority and working across difference in terms of your plan's implementation and its relevance to the case study.

e. Make specific links between the information in the case and your discussion.

Learning Activity 10.1 – Website Review (First Nations and Inuit Health Division of Health Canada). Readings, Reflections, Commentary, and Optional Interactive Discussion
Complete this learning activity after reading Topic 1 in the Unit Notes.
Type: Ungraded, self-paced

Introduction
This activity has three parts. Part Three is optional.

Instructions
In this activity you will be directed to documents published by the First Nations and Inuit Health Division of Health Canada.

Part One
1. Go to the website of the National Aboriginal Health Organization and access the March 2005 volume of the journal they publish called the Journal of Aboriginal Health. You can find this at [http://www.naho.ca/english/journal_V02_01.php](http://www.naho.ca/english/journal_V02_01.php)
2. Review the articles that available. You will see that there are a number of articles that describe addictions/addictive interventions in indigenous communities.
3. Review at least two of these articles.

Part Two
In your workbook, write a summary of what you learned from reviewing these articles.

Part Three – Optional (but highly recommended): Posting to Views and Voices discussion topic
If you feel inclined or choose to discuss this topic with others, you may want to post a brief summary in the Views and Voices discussion topic but this is optional. Please post your response to the “Addictions Interventions and Indigenous Communities” discussion thread. (The first student to post to the thread “Addictions Interventions and Indigenous Communities” will need to start the thread by composing a new posting titled “Addictions Interventions and Indigenous Communities”. Once the thread has been created the other students will reply to the first posting titled “Addictions Interventions and Indigenous Communities”.)

Learning Activity 10.2 – Continuing the Community Prevention Plan Assignment
Group Grade – contributes to Assignment 4.
Type: Required, time-sensitive

This week your group continues to work on Drafting a Written Community Prevention Plan
Instructions:
Stage 2: Gathering Feedback
1. By 11:59 pm Friday, Week 10, the group writer will prepare a document which incorporates the points made by the individual group members into a draft discussion paper. The paper must address points 1-4 above, including as many of the items identified for each point as is possible within the 1750-word limit. In other words, the discussion paper must discuss several items for each of the four points.

2. The group writer should include, at the beginning of the paper, a paragraph that provides a rationale for your group's choice of this particular framework. (In doing this, the writer might refer back to the postings made in the first phase of Section 1.)

3. The group writer will post a first draft of the group discussion to your Group # discussion topic by 11:59 pm Monday, Week 11.

**Learning Activity 10.3 – The Online Quiz**

Complete this learning activity after reading Topic 2 in the Unit Notes.

**Type:** Required, graded, and time limited

**Instructions**

The availability period for writing the online quiz starts on Tuesday of Week 11 and ends on Thursday of Week 11. You can view the online quiz on the course homepage and review specific instructions for completing the quiz inside the quiz tool. You are allowed one attempt to complete the quiz. All students in the class are required to complete this quiz prior to 11:59 pm PST, on Thursday of Week 11 (the specific calendar date is noted in Blackboard calendar) as a required, graded assignment.

The practice quiz you completed in Unit 8 was designed to help you become familiar with using the quiz tool on Blackboard and with the types of questions that are used. This practice quiz should have provided you with an opportunity for any advance troubleshooting with respect to technical difficulties that you might encounter when using the quiz tool, due to the configuration of your computer. Students are responsible for contacting the helpdesk to sort out any problems in advance of attempting the actual quiz. Please do not leave this to the last minute as the helpdesk is available limited hours and is in high demand.

The quiz includes multiple choice, short-answer, true-false, matching, and long-answer questions. The long-answer question is often called a paragraph question. You are expected to write a paragraph (normally five to seven sentences) and are given a maximum-size text box to use, which normally is about 10 lines of text.

The number of quiz questions will range from 20 to 25 questions, and everyone gets the same number of questions. The quiz is worth 30 points. Questions are selected randomly from the quiz database and the value of each question is shown. The questions for the quiz may be drawn from material up to and including Week 10 - these include unit notes, learning activities, required course readings from the printed course pack and texts. Please note that e-reserve readings, whether required or optional, and supplementary readings are not covered in the quiz.

As noted earlier, the actual quiz is time limited. **The clock does not start ticking for the completion time until you click on “begin quiz.”** This allows you plenty of time to read...
the instructions first. You should carefully read all the information, especially how to submit your quiz for grading once you have finished it. Please note that while you are completing the quiz, a helpful summary guide to the right of your screen is keeping track of your progress, including the number of questions answered and time remaining on the clock. It also shows whether you have skipped any questions or forgotten to save your answers. It is strongly recommended that you refer to this guide prior to submitting your finished quiz for grading.

**Learning Activity 11.1 – Assigned Reading: Change and Addictions**
Complete this learning activity after reading Topic 1 in the Unit Notes.
**Type:** Self-paced

### Introduction
All of the Readings and Reflections activities are designed to expand your opportunities to gather information on particular concepts.

### Part One: Reading
In your course text, locate and read the following:
Guilford Press

From the e-reserv library, locate and read the following:

### Part Two: Questions for Reflections
Reflect on the following questions:
1. What are the particular challenges and opportunities to working in an interprofessional context?
2. How is this different in rural settings?
3. What factors need to be taken into account when working in an interprofessional and indigenous community?
4. Outline the key components for establishing collaborative relationships with families.
5. What strategies does DiClemente suggest as helpful for designing interventions for recovery?

**Learning Activity 11.2 – Completing the Community Prevention Plan Assignment**
**Group Grade – contributes to Assignment 4.**
**Type:** Required, time-sensitive
This week your group continues to work on **Drafting a Written Community Prevention Plan**

**Stage 3: Preparing, Editing, Reviewing and Submitting the Group Discussion paper**

1. After the group writer posts the first draft of the group discussion to your Group # discussion topic (by 11:59 pm Monday, Week 11) you and your group members will then have 72 hours to post your comments about this draft.

2. By 11:59 pm Thursday, Week 11, all requests for revisions (including editorial as well as content revisions) to the draft should be sent by all group members to the group writer for final drafting.

3. By 11:59 pm Sunday, Week 11, the group writer will send the final draft to the group coordinator.

4. On or before 11:59 pm Wednesday, Week 12, the group coordinator will post the complete assignment (which will include BOTH the Prevention Plan from Section 1 and the Discussion Paper from Section 2) -- to **Assignment 4: Prevention Plan** in the Assignment Dropbox.

**NOTE:** Remember, your final draft should be saved in Rich Text Format (RTF) and submitted to the Assignment Dropbox (please see the Blackboard Startup Kit for help on how to do this). This assignment does not require any formatting (such as charts/tables) that cannot be accommodated by a simple text file.

**Learning Activity 12.1 – Assigned Readings: (Addictions and Change)**

**Complete this learning activity after reading Topic 1 in the Unit Notes.**

**Type:** Self-paced

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**Introduction**

This learning activity provides you with an opportunity to examine readings that discuss motivational interviewing, change, and assessment.

**Part One: Reading**

In your course text, locate and read the following:


**Part Two: Questions for Reflections**

Reflect on what Di Clemente considers to be the important areas for research and practice effectiveness in this field.

**Learning Activity 12.2 – Preparing a Professional practice Portfolio**

**Begin this learning activity as you complete the course and continue through your professional career!**

**Type:** Optional

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**Introduction**

For many of you, SOCW 472 will be one of the final courses that you take in the BSW program. It is therefore timely to make an assessment of where you are in your own learning journey as a social worker. The professional practice portfolio is designed to provide you with an opportunity to make a more public statement about your own
approach to practice in this field. This document will become an important personal 
learning guide that can assist you to obtain maximum benefit from past. Present and 
future learning opportunities you will have.

**Instructions**

Using all of the material and learning activities from this course, begin to prepare your 
Professional Practice Portfolio. The Portfolio will demonstrate to you how your own 
practice background and personal experiences contribute to your preparation for this 
field. You are invited to take this opportunity to complete an inventory the gaps in your 
knowledge base, skill set and/or practice expertise, and to describe your strategy for 
accomplishing the expertise required for success as a practitioner. You do not submit this 
document to the instructor but are encouraged to retain it and to continue to build your 
portfolio.

**ASSIGNMENTS:**

**Assignment #1: Community Agency Report**

Grade: 30%
Length: Maximum of 3500 words
Submit: to the Assignment Dropbox as an attachment in RTF (Rich Text Format) only.
Format: Use APA style for the reference list and to cite sources. You will be graded 
individually for this assignment.
Remember: All assignments must include your name and student number, have pages 
numbered, and include a title page. Please put the title and assignment # in the subject 
line of your Blackboard mail message.

Contact an agency during the first week of the course that provides addiction prevention 
or treatment services in your community. If you conducted an interview at a particular 
agency for your SocW 471 Community Services Report, you must choose a different 
agency (and if possible, a different type of service) to examine for this assignment. If it is 
not possible for you to locate a different agency, please contact the instructor. It may be 
possible for you to visit the same agency but review a different aspect of their program or 
to assess that agency from an alternate framework.
For help in locating an appropriate agency, you should consult your local telephone and 
community directories and you may also want to refer to the website of the Canadian 
Center on Substance Abuse (CCSA) for a link to a database of organizations involved in 
Students living on Vancouver Island may want to check the following website for 
services offered under VIHA. [www.viha.ca/mhas/](http://www.viha.ca/mhas/)
Prepare a list of questions, using course materials, to ask a counselor or prevention 
specialist at the agency. Set up an appointment for an interview with this person. At the 
beginning of the interview, you should fully inform the agency of the purpose of the 
interview and how the information will be used. In other words, make sure the agency 
knows that this is for a school assignment, that your report will be shared via e-mail with 
your instructor, and that the name of the agency or interviewee will NOT be included in 
your report. While conducting the interview, ensure that you ask questions that will 
enable you to view the agency through a critical lens.
Find out what philosophy or theory models underpin the agency's work. Determine how accessible and appropriate the services are in the context of the community's demographics. Pay special attention to how accessible and appropriate the services are for members of marginalized populations. Find out what the agency's experience, knowledge and attitudes are regarding working with marginalized clients (such as indigenous peoples, women, elderly, youth, persons with disabilities, lesbians and gay men, etc.)

Determine how the intervention goals and outcomes are determined and rationalized by the agency. Identify the agency's assumptions and how these are reflected in their service delivery. (For example, their assumptions about what factors contribute to addictions and about how people change in response to an addictions issue.) Try to determine if they put clients' addiction/addictive process into societal context. Develop a brief critical analysis (not a description) of the agency and its work, by addressing the above issues.

- Do Not include your interview questions or answers.
- Do Not identify the name of the agency, but briefly describe the type of agency (residential, out patient, detox, prevention, etc.) and its mandate, and then provide a critical analysis.
- Integrate explicitly, at least three course readings into the discussions to support your critical analysis.

Send your assignment to the instructor using Blackboard mail by the due date. Maximum length is 3500 words. Use APA style to cite sources. Save your document in Rich Text Format (RTF) and send it as an attachment in a Blackboard mail message (please see the Blackboard Startup Kit for help on how to do this). This assignment does not require any formatting (such as charts/tables) that cannot be accommodated by a simple text message.

Grading Criteria:
- Brief description of the type of agency and its mandate is provided.
- Ability to critically discuss a full range of accessibility issues and appropriateness of services for the community demographics and especially marginalized populations.
- Ability to critically discuss the agency's experience, knowledge and attitudes towards working with various marginalized clients such as indigenous peoples, women, older people, youth, persons with disabilities, sexual minorities, and clients with co-occurring conditions, etc.
- Ability to critically discuss how intervention goals and outcomes are rationalized by the agency, and whether addictions/addictive processes are located within a societal context.
- Degree to which a minimum of three course readings are explicitly integrated to support critical analysis
- Writing, clarity, organization, spelling, grammar, length; sources cited in APA style, max length of 3500 words.
- Assignment must include the student(s) names in the body of the paper. Include these names at the beginning of the assignment.

**Assignment #2: Group Workbook**

Grade: 20% (Part A - 10%, Part B - 10%)

Length: approximately 1500 words per submission, based on 250 words contributed by
Instructions:
Each group should nominate a coordinator and a writer for the project (These roles should rotate among members for Parts A and B of the assignment.) The coordinator should get the project started, develop a schedule, keep the project on track, and ensure that submissions are received from every group member. The coordinator should report on the project's progress to the instructor. The writer should compile the individual submissions into a collective paper, edit it, and submit it for grading.) The goal is for the group to submit two group papers to the instructor for marking and a group grade - part A on Wednesday, Week 6, and part B at the end of Week 10.
Each student should review the entries in their practice workbook and select from these workbook reflections, a significant piece to contribute to the group project in accordance with the time-lines established by the coordinator so that the group submission may be submitted to the assignment drop box by the due date. The group will submit a paper that is produced by the collective with substantial submissions from every member of the group.
Writing this collective paper will give you an opportunity to demonstrate your grasp of the concepts in the readings, articulate how your understanding of particular topics has deepened, reflect critically on a range of issues.
Grading Criteria:
- Ability to write clearly and concisely within the word length, using correct spelling, grammar, composition and APA style.
- The assignment should include a cover page with all group members' names and the group number, assignment title, date, etc and submitted in rtf format to the assignment drop box in accordance with the due date.
- There should be evidence of contributions from all members of the group.
- A range of course readings should be reflected upon and specifically integrated into the discussion, using APA style for citing sources.
- Ability to reflect critically on course concepts, deepen the level of discussion, challenge assumptions and views, and identify implications for practice.

Assignment #3: Online Quiz
Grade: 30%
Note: This assignment is also described in Learning Activity 8.4 and Learning Activity 10.3

Part A: Practice Quiz
The Practice Quiz is there for you to become familiar with the quiz tool and how it operates. You can attempt the Practice Quiz several times during the availability period. (This is not the case for the actual quiz, as you will get only one attempt to write it.) All
students in the class are required to complete this practice quiz prior to the availability period for the actual quiz, as a required, but un-graded assignment. The practice quiz is not marked.

The questions on this quiz are not related to the course content. This practice quiz is designed to help you become familiar with using the quiz tool on Blackboard, and to become aware of the types of questions that are used on the quizzes. This practice quiz is also intended to provide an opportunity for any advance troubleshooting with respect to technical difficulties that you might encounter when using the quiz tool, due to the configuration of your computer.

It is strongly advised that you complete the practice quiz on the same computer that you intend to use for the actual quiz. This way, you may learn in advance if there are any potential technical glitches. Students are responsible for contacting the Onlinehelp Desk to sort out any problems in advance of attempting the actual quiz.

Once you have accessed the quiz tool and before beginning the practice quiz, please read the entire instructions right through to the bottom of the page, including important tips about submitting the finished quiz and the section on troubleshooting around browser configuration, java-script errors, browser/computer crashes, and pop-up blocking software that you might have installed on your computer. You need to be familiar with all of these considerations.

Both the practice quiz and the actual quiz are time limited. The clock does not start ticking for the completion time until you click on 'begin quiz'. This allows you plenty of time to read the instructions for the quiz first. You should carefully read all the information, especially the piece about how to submit your quiz for grading once you have finished it.

Please note that while you are completing the quiz there is a helpful summary guide to the right of your screen that keeps track of your progress, including the number of questions answered and time remaining on the clock. It also shows whether you have skipped any questions or forgotten to save your answers. It is strongly recommended that you refer to this guide prior to submitting your finished quiz for grading.

If you have any queries regarding the online quiz please send them to your instructor via Blackboard mail.

Part B: Online Quiz
Please check the Blackboard calendar for the availability dates for writing the Blackboard online quiz. Everyone must write the quiz during this availability period. It is strongly recommended that you do not leave the quiz until the last minute in case you have technical problems on your computer. The Onlinehelp Desk is only open during limited hours, so you should check their hours of operation under Technical Help on the Blackboard, and try to write the quiz when they are open.
If this is not possible, you should make sure that you have attempted the Practice Quiz on the same computer that you intend to write the actual quiz on, so that you can determine if there are any potential technical glitches. This is recommended for everyone to do, as some settings may have to be changed on your computer (such as blockers for pop-ups) in order to access the quiz tool. (The practice quiz is a required but ungraded assignment which all students are required to attempt once so as to demonstrate they have familiarized themselves with the quiz tool.)

Assignment #3 is an open book quiz so you may have your books and course materials open when writing it. The quiz will consist of multiple choice, matching, short answer, and paragraph questions based on course materials. The timer on the quiz will be set for 120 minutes. You can take time to read the quiz instructions first, because the timer does not start until you click 'begin quiz'.

The number of quiz questions will range from 20 to 25 questions, and everyone gets the same number of questions. The quiz is worth 30 points. Questions are selected randomly from the quiz database and the value of each question is shown. The questions for the quiz may be drawn from material up to and including Week 10 - these include unit notes, learning activities, required course readings from the printed course pack and texts. Please note that e-reserve readings, whether required or optional, and supplementary readings are not covered in the quiz.

While attempting the quiz you can see the time remaining and check your progress by using the summary guide to the right of the screen. Always save each answer after you make your answer choice, before moving onto the next question. If you have time left over you can go back and re-check your answers. Each student gets only one attempt at the quiz and students are to refrain from sharing any information about the quiz with classmates. If you have any questions please send a Blackboard mail message to your instructor.

**Assignment #4: Community Intervention Plan**

 Grade: 20%

This assignment will be assessed as a group grade. You will be working in your online group for this interactive learning activity/assignment. This assignment has two sections and each section includes several phases or stages of activity that you must become involved in. Therefore this assignment will require you to engage in different types and phases of activity over the course of the 6 to 7 weeks. In this assignment you will develop a prevention plan (Section 1) and prepare a group discussion paper (Section 2).

For this assignment, you will need to read:
1. The case study first introduced in Unit 5: Learning Activity 5:2.
2. The unit notes and readings from Units 4 through 11.
3. All details which explain the activity and time lines of the assignment as described below.

Sample outline 472 Distance Education 44
Expectations:
Your group is expected to develop and submit a comprehensive community prevention plan in response to the community's situation as described in the case study first presented in Unit 5.

In order to develop your prevention plan you will select one prevention framework on which you must base your plan. The frameworks from which to choose include the First Nations Prevention Framework or another community prevention framework that you have located on your own as providing a useful way to develop your community prevention plan. In addition to relying on an explicit framework, your community prevention plan needs to include at least 5-7 specific strategies (action items) of differing types, which relate specifically back to the details in the case study.

Instructions
1. Getting Started
Your group will need to begin discussing this assignment in the week that begins Unit 5. You will then continue your discussions about how your community prevention plan emerges over subsequent weeks until the final community prevention plan is submitted to the instructor by the due date (see the Blackboard calendar).

2. Ongoing work
Throughout the term you need to negotiate how group members will be assume responsibility for particular tasks as you work together to evaluate community prevention frameworks and make a choice and compiling which particular elements of the community prevention plan. There are several tasks that need to be assigned early in the course. These are as follows:

Group Coordinator - It will be important to decide early on who will be responsible for coordinating the process of this group project and keeping the instructor informed (using Blackboard mail) of the group's progress. This process will include ensuring each group member's input is integrated, ensuring that the workload is shared equally by the group, ensuring that the assignment meets the grading criteria for the assignment and communicating on behalf of the group with the instructor. If the coordinator anticipates that problems may arise, (e.g. adhering to the timeframe and internal timelines; unequal sharing of the workload), they should notify the instructor (using Blackboard mail) as soon as possible. The coordinator will be responsible for providing the instructor with regular progress reports via Blackboard mail.

“Librarian”/Compiler - Another important role will include the task of compiling all of the information into the final report. This process will include identifying the main points and common threads within the data, and categorizing these (in point form) into themes that can be used to develop the final paper. Dissenting opinions should also be categorized into themes.

Writer- One group member will take on the role of writing and revising the draft of the community prevention plan.
Data Gatherers- All members of the group should share responsibility for locating information but group members who are not serving as overall group coordinator or “librarian”/compiler will be expected to be actively looking for information on community prevention plans, designing strategies and generating related information to support the development of the group community prevention plan. All group members will respond to drafts of the community prevention plan that are initially prepared by the group writer. All group members share the responsibility for editing the final draft of the group's paper.

NOTE: There is an expectation that students will participate actively in the group project. A student who does not contribute fully and equally to the work of a group project, in accordance with project timelines, may be assigned a lower grade for the assignment than the rest of the group members. A student who does not contribute equally to a group project may be asked to submit additional individual coursework.

Assignment Details

SECTION 1: PREPARING AND SELECTING THE FRAMEWORK FOR THE PREVENTION PLAN
(1750 words)

Phase 1: Preparation – Learning Activity 5.2
1. On your own, each group member is to post the role you are willing to play to your Group #-- (e.g. Group #1) discussion topic by Tuesday, Week 5. (See roles listed above) and notify your instructor by Blackboard mail of the names of the group members taking on each role.
2. On your own, read the unit materials and case study (included in the material for Unit 5).
3. Post your suggestion for a framework and a brief rationale for your suggestion (approximately 150 words) to your Group #-- (e.g. Group #1) discussion topic on the course Blackboard site by Thursday, Week 5.

Phase 2: Choosing a Framework – Learning Activity 5.2
1. Engage in a discussion with your online group about the community prevention frameworks that were suggested by your fellow group members.
2. Determine which framework will be used by your group to inform the design of your community prevention framework.
3. If your group chooses a framework other than the First Nations framework please post a copy of the framework as well. Please forward it to the instructor by Blackboard mail and get approval to use it before proceeding further. Your group coordinator will lead the discussion to reach a consensus on framework the group will use, based on what the majority of group members indicated in their rationale messages. The group coordinator will post the framework decision to the Group #-- (e.g. Group #1) discussion topic by Sunday, Week 5.

Phase 3: Individual Group Members: Recommendation of Prevention Strategy – Learning Activity 6.2
1. On your own, refer back to the selected framework and develop at least one strategy (action item) and how it would be implemented (approximately 150 words). This strategy MUST relate to the details in the case study.
2. Post your strategy/ies to your Group #-- (e.g. Group #1) discussion topic by Wednesday, Week 6
3. The group compiler will need to compile all of the tentative strategies into one document and post this to the group for feedback by Sunday, Week 6.

Phase 4: Discussing and Agreeing on Strategies – Learning Activity 7.3
1. By Monday of week 7, the group compiler will have compiled all of the tentative strategies into one document and posted this to the group.
2. By Wednesday of Week 7 (and using the chosen framework), group members should review this list and discuss with each other what types of strategies (action plans) could be taken to put the community prevention plan into place. If there are more than 7 strategies identified in this document, your group should prioritize and select the 5-7 strategies you want to use in your plan.
3. Over the course of this week the groups must then work together to choose which strategies that have been suggested make sense and then fully develop the strategies that will be undertaken to support the community prevention plan you are pursuing. These strategies must take into consideration how the issues of power and authority, race, class and gender and other forms of difference may be addressed within the strategies. This process should be finished by Thursday, Week 7.
4. The “librarian”/group compiler will prepare a second document which has the chosen strategies noted and post that to the group by Sunday, Week 7.

Here are a few tips for this part of the assignment.
Your plan should have 5-7 strategies. In terms of organizing the structure of your plan, this will depend on the framework chosen. For example, if you have chosen the First Nations Framework document as your guide, you would set it up with headings for each strategy as follows:
   • Target: Identify clearly the persons or group identified as the target for this particular strategy based on the case study.
   • Strategy: Identify the specific strategy, such as "influence" (or another strategy from the framework).
   • Target Element: Identify the key words that describe it, e.g. "provide knowledge" or "change attitudes," etc.
   • Prevention Activity: Briefly, but specifically describe the activity you have chosen to carry out the chosen strategy. For example: "Design and develop a play and train a theatre youth group as a way to inform youth about the dangers and consequences of using alcohol and other drugs."
   • Implementation: Describe who the key players (persons or groups) are within the community that would be involved in this particular activity and how would it get implemented or carried out.

NOTE 1: Please remember that this is just an example from one framework - you will use the framework chosen by your group and decide how to organize your plan based on the
framework. It should be succinct as the whole assignment is only intended to be 3500 words (of which the plan is approximately 1750 words). It is important to remember that your plan should relate closely to the case study and should consider the factors, players, problems, etc. that are outlined in the case study. Refer specifically to the information in the case when developing your plan (for example, refer to community groups, problems that exist, etc.) Please note that if you choose a framework other than the First Nations framework you must first submit it to the instructor for approval via Blackboard mail and you must submit a copy of it with your assignment for grading purposes.

Phase 5: Preparing the Draft Written Community Prevention Plan – Learning Activity 8.4
1. The group writer will integrate the information gathered by the group about the strategies (action plan) into a comprehensive community prevention plan with all the elements required by the framework. In other words, the structure of your prevention plan will reflect the framework chosen by your group.
2. The group writer will ensure that the plan follows the framework chosen by the group and relates back to the case study and addresses issues of power and authority and working across difference. The group writer will post the first draft of the prevention plan to the Group #-- (e.g. Group #1) discussion topic.
3. Group members will then have 72 hours to post comments and suggestions for revisions to this document.

NOTE 1: It is recommended that your group not revisit or revise the plan after moving on to Section 2. This prevention plan (approximately 1750 words) will be submitted along with the Discussion paper of Section 2. Your editor may edit the Plan at the same time as he/she is editing the discussion paper (Section 2), but only to meet the grading criteria with respect to organization, writing, APA standards, etc.

NOTE 2: Be very brief but clear with respect to your intentions. - Your plan does not need to include details of the activity or resources used, and you will not have the space to provide these within the maximum allowable words. Do not use tables or charts.

SECTION 2: PREPARING A FINAL DISCUSSION PAPER (1750 words)
This discussion paper is intended to address considerations around the implementation of your prevention plan. This Section has 3 stages.

Stage 1: Discussion – Learning Activity 9.2
1. On your own, review the prevention plan your group developed in Section 1 of this assignment. Evaluate the plan's relevance to the case study and the factors that need to be considered in terms of implementation.
2. Develop a 1-2 page, point-form draft to post to your Group # (e.g. Group #1) discussion topic by Saturday, Week 9 so that your group compiler will have time to compile and summarize the responses. In your responses, address the following points:
   a. Identify 1-2 deficiencies and gaps in the framework that your group has identified in the process of trying to apply the chosen framework to this
particular case situation. In other words, critique the usefulness of this framework as it applies to this case.

b. Identify and discuss 1-2 issues related to how power and authority are played out in your selected framework. How did power and authority play out when you attempted to apply the chosen framework to this particular case situation? Does the framework take into account issues of power and authority, or does it have limitations in this regard? If so, what are they?

c. Identify 1-2 dilemmas and tensions you might expect to encounter when implementing this prevention plan, and identify the implications of these dilemmas. As an example of what is meant by tensions - ask yourself if there are competing priorities or potential conflicts that may exist between the various groups in the community due to their interests, beliefs, values, needs, etc.

d. Identify and discuss 1-2 of the issues of power, authority and working across difference in terms of your plan's implementation and its relevance to the case study.

e. Make specific links between the information in the case and your discussion.

3. In addition to posting your one-page contribution to your Group # discussion topic, you must also submit it to the Assignment Dropbox.

4. In your responses, address the following points:
   a. Identify 1-2 deficiencies and gaps in the framework that your group has identified in the process of trying to apply the chosen framework to this particular case situation. In other words, critique the usefulness of this framework as it applies to this case.
   b. Identify and discuss 1-2 issues related to how power and authority are played out in your selected framework. How did power and authority play out when you attempted to apply the chosen framework to this particular case situation? Does the framework take into account issues of power and authority, or does it have limitations in this regard? If so, what are they?
   c. Identify 1-2 dilemmas and tensions you might expect to encounter when implementing this prevention plan, and identify the implications of these dilemmas. As an example of what is meant by tensions - ask yourself if there are competing priorities or potential conflicts that may exist between the various groups in the community due to their interests, beliefs, values, needs, etc.
   d. Identify and discuss 1-2 of the issues of power, authority and working across difference in terms of your plan's implementation and its relevance to the case study.
   e. Make specific links between the information in the case and your discussion.

Stage 2: Gathering Feedback – Learning Activity 10.2

1. By Monday, Week 11, the group writer will prepare a document which incorporates the points made by the individual group members into a draft discussion paper. The paper must address points 1-4 above, including as many of the items identified for each point as is possible within the 1750-word limit. In
other words, the discussion paper must discuss several items for each of the four points.

2. The group writer should include, at the beginning of the paper, a paragraph that provides a rationale for your group's choice of this particular framework. (In doing this, the writer might refer back to the postings made in the first phase of Section 1.)

3. The group writer will post a first draft of the group discussion to your Group # discussion topic

Stage 3: Preparing, Editing, Reviewing and Submitting the Group Discussion paper – Learning Activity 11.2

1. After the group writer posts the first draft of the group discussion to your Group # discussion topic you and your group members will then have 72 hours to post your comments about this draft.

2. All requests for revisions (including editorial as well as content revisions) to the draft should be sent by all group members to the group writer for final drafting.

3. By 11:59 pm Sunday, Week 11 the group writer will send the final draft to the group coordinator.

4. On or before 11:59 pm, Wednesday of Week 12, the group coordinator will post the complete assignment (which will include BOTH the Prevention Plan from Section 1 and the Discussion Paper from Section 2) -- to Assignment 4: Prevention Plan in the Assignment Dropbox.

NOTE: Remember, your final draft should be saved in Rich Text Format (RTF) and submitted as an attachment to the Assignment Dropbox (please see the Blackboard Startup Kit for help on how to do this). This assignment does not require any formatting (such as charts/tables) that cannot be accommodated by a simple text file.

Grading Criteria:
- Appropriate framework for this case study is selected and followed, including a sound rationale for the group's choice
- Several strategies are identified that are relevant to the case study
- Implementation of each strategy for this case is adequately discussed
- Issues of power and authority related to the case are discussed adequately
- Dilemmas and tensions in applying this framework to this case are discussed adequately along with their implications
- Issues of colonization, race, class and gender are identified from the case, reflected in the strategies, and discussed as part of the plan
- Demonstration of respectful, prompt and thorough contribution to the planning process
- Demonstrated ability to reflect on the small group learning process (contributing to and benefitting from the interaction with other learners
- Writing, clarity, organization, spelling, grammar, length; sources cited in APA style.
- Assignment must include the student(s) names in the body of the paper. Include these names at the beginning of the assignment.