



Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	The Impact of Alcohol and Other Drugs on Mental Health
Unit ID:	HEALT7007
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	061309

Description of the Unit:

In this unit students will focus on evidence-based foundations, approaches and interventions to care for consumers using alcohol and other drugs with or without mental illness. The students will engage in both the theoretical and practical application of knowledge and therapeutic skills in the context of dual diagnosis, assessment, therapeutic interventions and referrals within the scope of practice.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory						

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Articulate knowledge of actions and adverse effects of alcohol and other drugs
- K2.** Define the multi-disciplinary approach to treatment and recovery of consumers with dual diagnosis
- K3.** Demonstrate a critical understanding of the key assessment and management of consumers from a diverse cultural background with dual diagnosis

Skills:

- S1.** Develop and maintain therapeutic partnerships in care with consumers with dual diagnosis or issues with alcohol and other drugs and their families/carers which focuses on informed decision making, self-determination and support with access to services
- S2.** Establish therapeutic relationships with consumers with dual diagnosis or issues with alcohol and other drugs, their families/carers and significant others which are characterised by co-construction of care and collaborative engagement and goal setting
- S3.** Assess individual's choices and level of readiness for change and to enhance as well as challenge our own and other's assumptions underpinning those choices
- S4.** Assess and evaluate the safety of individuals at risk of suicide

Application of knowledge and skills:

- A1.** Advocate for consumers with drug and alcohol issues and their families, challenging discrimination, minimising stigma
- A2.** Expand the range of assessments, management, psycho-therapeutic interventions, and referrals applied to consumers with dual diagnosis
- A3.** Apply the knowledge of assessments and use of therapies and pharmacological and non-pharmacological management in the context of dual diagnosis

Unit Content:

- Introduction to substances, chemistry, types and the effects and cycle of addiction
- Introduction to dual diagnosis
- Impacts of alcohol and other drugs across the lifespan
- Stages of change
- Assessment needs of clients with alcohol and other drugs issues
- Pharmacological and non-pharmacological interventions
- Mental health assessments and safety of individuals at risk of suicide
- Harm minimisation
- Working with consumers from a diverse cultural background
- Trauma-Informed Care
- Communication and collaborative practice
- Referrals, interventions, and relapse prevention strategies
- Sharing the lived experiences: recorded sessions by the peer workers

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills\\ • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S3, A1	Reflective (Early intervention) discussion post	Non invigilated / Hurdle	S/U
K1, K2, K3, S2, S3, S4, A1, A2, A3	Reflective contribution to an academically facilitated discussion forum.	Online Engagement, 3 x reflections	20-40%
K2, S1, S2, S3, S4, A1, A2, A3	Part A Application of understanding of knowledge on alcohol and other drugs in a recovery-oriented model to a contemporary case Including assessment, planning, formulation, Models of Case Management, Strengths-Based Perspectives, collaboration and coordination of services Management for Clients With Special Needs	Written Case Scenario	40-60%
K2, S1, S2, S4, A1	Part B Evaluation and Quality Assurance of care, client and system outcome measurements	Written assessment	10-30%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)