



COURSE OUTLINE: CYC0157 - ADDICT EV. INFO PRAC

Prepared: CYC Faculty

Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0157: ADDICTION: EVIDENCE INFORMED PRACTICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course addresses the role of the Child and Youth Care Practitioner in supporting children, youth and families impacted by addictions. The continuum of substance use and the impact of substance dependence. The CICE student, with the assistance of a learning specialist, will develop an understanding of substance use, abuse and dependence on individuals as a social issue, from a Child and Youth Care perspective. Major categories of drugs, their effects and withdrawal symptoms will be introduced. Studies will include the effects and consequences of substance dependence and addiction on the individual and the family. The continuum of treatment services, theories of addiction and introduction to the fundamental of work in Child and Youth care will be covered.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.



- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
Understand and apply the principles of relational practice, incorporating a strength based approach to intervention	1.1 Understand and define the key aspects of relational practice 1.2 Understand and apply the Strength-Based approach 1.3 Identify and apply strategies related to these approaches 1.4 Link the strength approach to therapeutic outcomes
Course Outcome 2	Learning Objectives for Course Outcome 2
Identify the complex issues and risk factors of children and youth in chemically dependent families, including how to respond to the strengths and needs of children and youth in order to promote positive change	2.1 Describe a number of critical issues in chemically dependent families 2.2 Understand the issues and implications involved 2.3 Identify the probable risk factors in chemically dependent families 2.4 Recognize the role of resiliency in individuals and families
Course Outcome 3	Learning Objectives for Course Outcome 3
Examine the impact of the inter-relationship among family, social service, justice and community systems on children, youth as it relates to substance abuse and process addictions	3.1 Identify societal and family environments that contribute to youth at risk 3.2 Explore issues that co-occur with addictions (i.e. mental health, LGBT issues, issues for Indigenous youth) 3.3 Have a working knowledge of youth and gambling problems 3.4 Differentiate between process addiction and substance dependence
Course Outcome 4	Learning Objectives for Course Outcome 4
Identify and explore interventions using evidence-informed practices to enhance development in children, youth and their families dealing with addictions	4.1 Identify and discuss the theoretical/empirical basis for interventions 4.2 Distinguish formal and informal support systems 4.3 Identify formal and informal supports available 4.4 Identify strength-based therapeutic activities and programs that account for age, developmental status, cultural and/or ethnic background
Course Outcome 5	Learning Objectives for Course Outcome 5
Develop communication, teamwork and	5.1 Communicate clearly, concisely and correctly in the written, spoken and visual form



organizational skills to enhance the quality of service in child and youth care practice

5.2 Respond to written, spoken or visual messages in a manner that ensures effective communication
5.3 Utilize appropriate technology and information systems (e.g. use of D2L to submit and complete assignments), to promote professional communication and person-centered care.
5.4 Show respect for the diverse opinions, values, belief systems and contributions of others
5.5 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%
Participation and Professional Practice	20%
Tests	40%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.



4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

