



COURSE OUTLINE: CYC157 - ADDICTIONS

Prepared: CYC Faculty

Approved: Karen Hudson, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC157: ADDICTIONS: EVIDENCE INFORMED PRACTICE
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Academic Year:	2023-2024
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. Students 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:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs
	VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
	VLO 3 Develop and implement care and intervention plans appropriate for the therapeutic milieu using evidence-informed practices and research to provide support for children, youth, and their families.
	VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
	VLO 5 Advocate for, and in solidarity with, children, youth, their families and communities through their participation in the development and implementation of care and intervention plans that uphold their rights.
	VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.



	<p>VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.</p> <p>VLO 8 Use professional development resources and supervision to increase professional capacity, learning and leadership skills.</p> <p>VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.</p> <p>VLO 12 Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to self-determine.</p>								
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>								
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Understand and apply the principles of relational practice, incorporating a strength-based approach to intervention</td> <td> 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 </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>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</td> <td> 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 </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	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	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	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
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	youth in order to promote positive change	2.4 Recognize the role of resiliency in individuals and families
	Course Outcome 3	Learning Objectives for Course Outcome 3
	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
	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
	5. Develop communication, teamwork and organizational skills to enhance the quality of service in child and youth care practice	5.1 Communicate clearly, concisely and correctly in the written, spoken and visual form 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%

Date: July 17, 2023

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