

I. COURSE DESCRIPTION:

The course will introduce the student to the continuum of substance use and the impact of substance dependence. Students will develop an understanding of substance use, abuse and dependence on individuals and 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 on the individual and the family. The continuum of treatment services, theories of addiction and introduction to the fundamentals of work in Child and Youth Care will be covered.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Develop an informed perspective on substance use.**Elements of the Performance**

- Identify and differentiate between substance use, misuse, abuse and dependence
- Distinguish between the major drug categories, their effects/withdrawal experiences, routes of administration and examples of specific drugs for each
- Rate the Abuse Potential of Drugs
- Compare main evidence informed theories of addictions in the field

2. Appreciate the impact of substance dependence on the individual and the family.**Elements of Performance**

- Recognize the development and impact of Physical and Psychological Dependence
- Connect Negative Life Consequences to the lifestyle of substance dependence
- Relate the dynamics, roles and rules in addicted families to the experience of living with a substance dependent person

3. Describe fundamental elements in effective intervention strategies which meet the needs of substance dependent individuals and populations.**Elements of the Performance**

- Gain awareness of the need for strength-based, client centered and culturally relevant approaches
- Appreciate the role of Harm Reduction in the field of substance dependence.
- Understand the differences between and relevance of Stages of Change to determine effective intervention strategies
- Become familiar with the Treatment Service Continuum for substance work.
- Coach others regarding strategies and tools available to support psychosocial development and positive change in children, youth and families

4. Identify and use professional development resources and activities to promote professional growth

Elements of the Performance

- Demonstrate ability to locate, understand and utilize relevant professional literature in print and electronically
- Demonstrate awareness of community agencies mandated to respond to addictions

III. TOPICS:

1. Major Drug Categories
2. Drug Effects and Withdrawal Symptoms
3. Drug Administration
4. Continuum of Drug Use
5. Abuse Potential of Drugs
6. Physical and Psychological Dependence
7. Negative Life Consequences of Drug Abuse and Dependence
8. Theories of Addiction
9. Impact on the Family
10. Are We Client Centered and Culturally Relevant?
11. Harm Reduction
12. Stages of Change
13. Treatment Service Continuum

Please note: all of these topics may not be covered in the order listed here nor may the list be covered in its entirety, based on time constrictions during the semester.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Text: Chemical Dependency: A Systems Approach 4th Edition by McNeece, C.A. and DiNitto, D. M. Pearson Publisher (note: this text will also be used for CYV154-3 in semester 2)

Buddy System: Please establish liaison with a student in class and get their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc. in case of absence

Calendar: Mark in important dates, exams, and assignments. Dates are tentative. Please keep in touch with any changes.

V. EVALUATION PROCESS/GRADING SYSTEM:

Skill Development: 10%

Students will be notified of class activities/teaching circles that will be used for their skill development marks prior to the class in which they occur.

Absence or non-participation during these times will result in a reduction of marks. These marks are not given for just attending class on a daily basis. The professor will provide further explanation in class.

Assignments 30%

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group work and in class activities and discussions during regularly scheduled classes. Students will be provided with information/specifics to these assignments in the first few weeks of the semester and are responsible for completing these assignments on the due date.

Tests 60%

Students will complete two tests during the semester. Details related to these tests will be reviewed during the first few weeks in class. Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Total 100%

Specifics on Evaluation Methods to be provided by Professor.

Video Reports (2):

Each report will involve students viewing films in class and applying course information to the films viewed as specified in instructional sheets provided by the professor. The first report will be worth 10% and the second will be worth 20%. The second report will also include research in scholarly sources **that are no older than 5 years old**. More information on the second report will be discussed in the second half of the semester.

All papers are due on specific dates outlined in class. Late papers will be docked **1% of overall course grade, per day late and will not be accepted after 7 days past due date**.

STUDENTS ARE REQUIRED TO KEEP A COPY OF ALL ASSIGNMENTS SUBMITTED TO THE INSTRUCTOR.

Tests: Tests in this course are open note not open text. Students will be able to bring their own notes to both tests in this course. Completion of the reading guides on LMS, regular attendance and good note taking in class will provide students with good notes to prepare for the tests.

NOTE: Any emergencies resulting in requests for permission to hand in assignments or write tests other than due dates must be discussed in person or notification made to the professor by voice mail/email prior to due date/scheduled test date. Failure to notify the instructor before the date will result in a zero grade.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on D2L and on the portal form part of this course outline.