

I. COURSE DESCRIPTION:

This course addresses the role of the Child and Youth Care in supporting children, youth and families impacted by addictions. The emphasis will be on “intervention strategies in the areas of therapeutic programming, individual counseling and group work which impact treatment aims for the client.”

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1 Apply the Strength’s Based Approach.

Potential Elements of the Performance:

- Understand the Strength Based approach
- Able to identify and apply strategies related to the approach
- Link the strength approach to therapeutic outcomes

2. Describe a number of critical issues in chemically dependent families.

Potential Elements of the Performance:

- Understand the issues and implications involved
- Identify the probable risk factors in chemically dependent families
- Recognize the role of resiliency in individuals and families

3. Examine children’s and youth risk factors, treatment issues, and prevention strategies.

Potential Elements of the Performance:

- Identify societal and family environments that contribute to youth at risk
- Reinforce positive cultures for youth work
- Explore issues that co-occur with addictions (ie: mental health, LGBT issues, issues for Native youth)

4. Understand and utilize knowledge regarding youth’s substance abuse and gambling.

Potential Elements of the Performance:

- Differentiate between process addiction and substance dependence
 - Have a working knowledge of youth and gambling problems
 - Have a basic understanding of issues related to internet dependence
5. Have a working knowledge of supports for family, children and youth impacted by addictions.

Potential Elements of the Performance:

- Distinguish formal and informal support systems
- Identify formal and informal supports available

III. TOPICS:

1. Strength's Based Approach to treatment /Client Centered Approach/Motivational Interviewing/ Stages of Change model
2. Working with Youth at Risk
3. Critical Issues in Chemically Dependent Families
4. Issues regarding youth and substance abuse/gambling/ Process addictions
5. Community and other supports for children, youth and families

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

McNeece, C. A., DiNitto, D. M. (2012). Chemical Dependency: A Systems Approach. (4th ed.). Pearson Canada. **(Student have purchased this text in the fall for CYC101-3)**

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments 40%

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.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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	

NR requirements for a course.
W Grade not reported to Registrar's office.
Student has withdrawn from the course without academic penalty.

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.

Students are required to keep a copy of all assignments submitted to the instructor. **All assignments are due on the date assigned. Late assignments will be deducted 1%/calendar day late. After 5 calendar days late, assignments will not be graded.**

Students who are very ill and unable to write a test must communicate to the professor prior to the scheduled test time. Failure to communicate will result in a mark of zero. Test will be given back and all tests need to be written before they are returned to the class. Please contact the course Professor by voice mail or email.

VII. COURSE OUTLINE ADDENDUM:

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