

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** ADDICTIONS: CHILDREN, YOUTH AND FAMILIES

**CODE NO. :** CYW134 **SEMESTER:** 2

**PROGRAM:** CHILD AND YOUTH WORKER

**AUTHOR:** BETTY PARR/ LISA PIOTROWSKI

**DATE:** JAN. 2014 **PREVIOUS OUTLINE DATED:** JAN. 2013

**APPROVED:** "Angelique Lemay" Mar/14

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**DEAN** **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** HSC204

**HOURS/WEEK:** 3

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*For additional information, please contact Angelique Lemay, Dean*  
*School of Community Services and Interdisciplinary Studies*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course addresses the role of the Child and Youth Worker 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 that knowledge regarding youth’s substance abuse and gambling.**

Potential Elements of the Performance:

- Have a working knowledge of youth and gambling problems
  - Differentiate between process addiction and substance 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 /other treatment approaches
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. (4<sup>th</sup> ed.). Pearson Canada.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Research Paper	25%
Resource Index	15%
Test #1	30%
Test #2	30%
Total	100%

Specifics on Evaluation Methods to be provided by Professor.

The following semester grades will be assigned to students:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## 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%/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. For voicemail: ext 24344.

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## **VII. COURSE OUTLINE ADDENDUM:**

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