



COURSE OUTLINE

CYC0154

Prepared: Child and Youth Care Faculty Approved: Martha Irwin, Chair, School of Community Services and Interdisciplinary Studies

Course Code: Title	CYC0154: ADDICTIONS: EVIDENCE INFORMED PRACTICE								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semester/Term:	18W								
Course Description:	This course addresses the role of the Child and Youth Care Practitioner in supporting children, youth and families impacted by addictions. Its emphasis is on intervention strategies in the areas of therapeutic programming, individual counselling and group work pertinent to treatment aims for the client.								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	45								
Essential Employability Skills (EES):	<p>#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>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	Passing Grade: 50%, D								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>50%</td> </tr> <tr> <td>Skill Development</td> <td>20%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	50%	Skill Development	20%		
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	<table border="1"> <tr> <td>Tests</td> <td>30%</td> </tr> </table>	Tests	30%
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Books and Required Resources:	<p>Chemical Dependency: A Systems Approach by McNeece, C.A., DiNitto, D. M. Publisher: Pearson Canada Edition: 4th Edition</p>		
Course Outcomes and Learning Objectives:	<p>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:</p> <p>Course Outcome 1.</p> <p>1. Understand and apply the principles of relational practice, incorporating a strength based approach to intervention.</p> <p>Learning Objectives 1.</p> <ul style="list-style-type: none"> • Understand and define the key aspects of relational practice • Understand and apply the Strength's Based approach • Able to identify and apply strategies related to these approaches • Link the strength approach to therapeutic outcomes <p>Course Outcome 2.</p> <p>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.</p> <p>Learning Objectives 2.</p> <ul style="list-style-type: none"> • Describe a number of critical issues in chemically dependent families. • Understand the issues and implications involved • Identify the probable risk factors in chemically dependent families • Recognize the role of resiliency in individuals and families. <p>Course Outcome 3.</p>		



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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 gambling problems

Learning Objectives 3.

- Identify societal and family environments that contribute to youth at risk
- Explore issues that co-occur with addictions (i.e. mental health, LGBT issues, issues for Native youth)
- Have a working knowledge of youth and gambling problems
- Differentiate between process addiction and substance dependence

Course Outcome 4.

4. Identify and explore interventions using evidence-informed practices to enhance development in children, youth and their families dealing with addictions.

Learning Objectives 4.

- Identify and discuss the theoretical/empirical basis for interventions
- Distinguish formal and informal support systems
- Identify formal and informal supports available
- Identify strength-based therapeutic activities and programs that account for age, developmental status, cultural and/or ethnic background

Course Outcome 5.

5. Develop communication, teamwork and organizational skills to enhance the quality of service in child and youth care practice.

Learning Objectives 5.

- Communicate clearly, concisely and correctly in the written, spoken and visual form
- Respond to written, spoken or visual messages in a manner that ensures effective communication
- Utilize appropriate technology and information systems (e.g. use of D2L to submit and



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complete assignments), to promote professional communication and person-centered care.

- Show respect for the diverse opinions, values, belief systems and contributions of others
- Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

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.



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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:

Wednesday, September 6, 2017

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