



## COURSE OUTLINE: CYC0101 - SUBSTANCE USE

Prepared: CYC Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| <b>Course Code: Title</b>   | CYC0101: SUBSTANCE USE CONTINUUM  |
| <b>Program Number: Name</b>   | 1120: COMMUNITY INTEGRATN   |
| <b>Department:</b>  | C.I.C.E.  |
| <b>Semesters/Terms:</b>   | 18F   |
| <b>Course Description:</b>  | This course introduces 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.   |
| <b>Total Credits:</b>   | 3   |
| <b>Hours/Week:</b>  | 3   |
| <b>Total Hours:</b>   | 45  |
| <b>Prerequisites:</b>   | There are no pre-requisites for this course.  |
| <b>Corequisites:</b>  | There are no co-requisites for this course.   |
| <b>Essential Employability Skills (EES) addressed in this course:</b> | <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> |
| <b>Course Evaluation:</b>   | Passing Grade: 50%, D   |
| <b>Books and Required Resources:</b>                                  | Chemical Dependency: A Systems Approach by McNeece & DiNitto<br>Publisher: Pearson Edition: 4th   |
| <b>Course Outcomes and</b>  | Upon successful completion of this course, the CICE student, with the assistance of a Learning  |



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**Learning Objectives:**

Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

| <b>Course Outcome 1</b>   | <b>Learning Objectives for Course Outcome 1</b>   |
|---|---|
| Develop an informed perspective on substance use.   | <ul style="list-style-type: none"> <li>Ã¸â`Ã¸ Identify and differentiate between substance use, misuse, abuse and dependence</li> <li>Ã¸â`Ã¸ Distinguish between the major drug categories, their effects/withdrawal experiences, routes of administration and examples of specific drugs for each</li> <li>Ã¸â`Ã¸ Rate the Abuse Potential of Drugs</li> <li>Ã¸â`Ã¸ Compare main evidence informed theories of addictions in the field</li> </ul>  |
| <b>Course Outcome 2</b>   | <b>Learning Objectives for Course Outcome 2</b>   |
| Appreciate the impact of substance dependence on the individual and the family.   | <ul style="list-style-type: none"> <li>Ã¸â`Ã¸ Recognize the development and impact of Physical and Psychological Dependence</li> <li>Ã¸â`Ã¸ Connect Negative Life Consequences to the lifestyle of substance dependence</li> <li>Ã¸â`Ã¸ Relate the dynamics, roles and rules in addicted families to the experience of living with a substance dependent person</li> </ul>  |
| <b>Course Outcome 3</b>   | <b>Learning Objectives for Course Outcome 3</b>   |
| Describe fundamental elements in effective intervention strategies which meet the needs of substance dependent individuals and populations. | <ul style="list-style-type: none"> <li>Ã¸â`Ã¸ Gain awareness of the need for strength-based, client centered and culturally relevant approaches</li> <li>Ã¸â`Ã¸ Appreciate the role of Harm Reduction in the field of substance dependence.</li> <li>Ã¸â`Ã¸ Understand the differences between and relevance of Stages of Change to determine effective intervention strategies</li> <li>Ã¸â`Ã¸ Become familiar with the Treatment Service Continuum for substance work.</li> <li>Ã¸â`Ã¸ Coach others regarding strategies and tools available to support psychosocial development and positive change in children, youth and families</li> </ul> |
| <b>Course Outcome 4</b>   | <b>Learning Objectives for Course Outcome 4</b>   |
| Identify and use professional development resources and activities to promote professional growth   | <ul style="list-style-type: none"> <li>Ã¸â`Ã¸ Demonstrate ability to locate, understand and utilize relevant professional literature in print and electronically</li> <li>Ã¸â`Ã¸ Demonstrate awareness of community agencies mandated to respond to addictions</li> </ul>   |

**Evaluation Process and Grading System:**

| <b>Evaluation Type</b> | <b>Evaluation Weight</b> | <b>Course Outcome Assessed</b> |
|------------------------|--------------------------|--------------------------------|
| Assignments            | 30%                      |                                |
| In Class Assignments   | 10%                      |                                |
| Tests                  | 60%                      |                                |

**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.

**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:** August 27, 2018

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

