

I. COURSE DESCRIPTION:

This course will review research in the origin and appearance of addiction of various kinds. The course will introduce the CICE student to the impact of addiction to drugs, alcohol and lifestyle, including gambling. Studies will include the effects and cost of addictive behaviour on the individual, the family, the workplace, and society generally. Current research related to prevention and treatment will be introduced.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Develop an understanding of addictions as an individual and social problem.

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
- Identify main theories of addictions in the field
- Identify the impact of addictions on the individual, the family and society generally

2. Describe effective intervention strategies which meet the needs and goals of children, youth, families, and relevant others.

Elements of the Performance

- Gain awareness of various intervention strategies
- Understand the differences between and relevance of Stages of Change to identify effective intervention strategies
- Become familiar with the need for culturally relevant approaches

3. 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

4. Communicate effectively in oral, written and nonverbal forms to enhance the quality of service.

Elements of the Performance

- Use appropriate timing, language appropriate for audience and effective organization for oral presentations
- Submit reports in clearly written, professional format using APA reporting style

III. TOPICS:

1. Alcohol
2. Barbiturates/Benzodiazepines
3. Stimulants/Opiates
4. Antipsychotic Drugs/Antidepressants/Mood Stabilizers
5. Cannabis/Hallucinogens
6. Inhalants
7. Dependence/Addiction
8. Effects of Genetics/Family/Society
9. Gambling Addiction
10. Theories of Addictions
11. Special Populations
12. Effective Prevention Strategies
13. Effective Assessment Strategies
14. Effective Intervention Strategies

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**Provided by the College:**

Relevant handouts, films and videos

Provided by the Student:

Text: Levinthal, Charles, F. Drugs, Behaviour and Modern Society. (7th ed.). Toronto: Allyn & Bacon.

Buddy System: Please establish liaison with an HSC2040 student and get their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

A final grade will be derived from the following:

Video Reports (2 → 1 @10% + 1 @25%)	35%
Participation (Class Activities/Teaching Circles)	15%
Test #1	25%
Test #2	25%
Total	<hr/> 100%

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 25%. 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.

The reports must be written in APA style and proper spelling and grammar are required. (The Learning Specialist will provide assistance with APA formatting.) They must be typed and in report style. Length of papers is not an issue; each question must be answered in full according to marks assigned however, double spacing, 12 font is required. Proper format will be further discussed in class

All papers are due on dates. Late papers will be docked **1% per day late and will not be graded after 5 days late.**

Any emergencies resulting in handing in assignments (after fifth late day) or writing tests other than due dates must be discussed in person or notification made to the professor by voice mail/email and then okayed by the professor. Failure to notify the instructor (Ext. 2434) on or before the date will result in a zero grade.

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

Participation:

Students will be notified of class activities/teaching circles that will be used for their participation marks prior to the class in which they occur. Absence or non-participation during these times will result in a reduction of participation marks. These marks are not given for just attending class on a daily basis. The professor will provide further explanation in class.

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 notetaking in class will provide students with good notes to prepare for the tests.

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.

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.

VII. COURSE OUTLINE ADDENDUM:

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

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.