

COURSE DESCRIPTION:

This course introduces the CICE student to the continuum of substance use and the impact of substance dependence. CICE students, with assistance from a learning specialist, will develop a basic understanding of substance use, abuse and dependence on individuals and as a social issue, from a Child and Youth Care perspective.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

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

1. Develop an informed perspective on substance use.**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
- Rate the Abuse Potential of Drugs
- Compare main evidence informed theories of addictions in the field

2. Appreciate the impact of substance dependence on the individual and the family.**Elements of Performance**

- Recognize the development and impact of Physical and Psychological Dependence
- Connect Negative Life Consequences to the lifestyle of substance dependence
- Relate the dynamics, roles and rules in addicted families to the experience of living with a substance dependent person

3. Describe fundamental elements in effective intervention strategies which meet the needs of substance dependent individuals and populations.**Elements of the Performance**

- Gain awareness of the need for strength-based, client centered and culturally relevant approaches
- Appreciate the role of Harm Reduction in the field of substance dependence.
- Understand the differences between and relevance of Stages of Change to determine effective intervention strategies
- Become familiar with the Treatment Service Continuum for substance work.
- Coach others regarding strategies and tools available to support psychosocial development and positive change in children, youth and families

4. 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

III. TOPICS:

1. Major Drug Categories
2. Drug Effects and Withdrawal Symptoms
3. Drug Administration
4. Continuum of Drug Use
5. Abuse Potential of Drugs
6. Physical and Psychological Dependence
7. Negative Life Consequences of Drug Abuse and Dependence
8. Theories of Addiction
9. Impact on the Family
10. Are We Client Centered and Culturally Relevant?
11. Harm Reduction
12. Stages of Change
13. Treatment Service Continuum

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

Text: Chemical Dependency: A Systems Approach 4th Edition by McNeece, C.A. and DiNitto, D. M. Pearson Publisher (note: this text will also be used for CYW134 in semester 2)

Buddy System: Please establish liaison with a student in class and get their contact number to correspond and communicate course material, notes, handouts, test dates, course changes, assignments, etc. in case of absence

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 Reports: 1 for 10% + 1 for 20%)	30%
Skill Development (Class Activities/ Teaching Circles)	10%
Test #1	30%
Test #2	30%
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 20%. 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.

All papers are due on specific dates outlined in class. Late papers will be docked **1% of overall course grade, per day late and will not be accepted after 7 days past due date**.

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

Skill Development:

Students will be notified of class activities/teaching circles that will be used for their skill development marks prior to the class in which they occur. Absence or non-participation during these times will result in a reduction of 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 note taking in class will provide students with good notes to prepare for the tests.

NOTE: Any emergencies resulting in requests for permission to hand in assignments or write tests other than due dates must be discussed in person or notification made to the professor by voice mail/email prior to due date/scheduled test date. Failure to notify the instructor before the date will result in a zero grade.

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%	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 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.

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.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS 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.