

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Introduction to Addictions

CODE NO. : HSC204

SEMESTER: Winter

MODIFIED CODE: HSC097

PROGRAM: Child & Youth Worker, Social Services Worker, General Arts & Science

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MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: Jan. 2007

PREVIOUS OUTLINE DATED: Jan.
2006

APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): N/A

HOURS/WEEK: 3 hrs/week

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For additional information, please contact the Dean,

School of Health and Human Services

(705) 759-2554, Ext. 2603

COURSE DESCRIPTION:

This course will review research in the origin and appearance of addiction of various kinds. The course will introduce the 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 C.I.C.E. 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**

- name and describe addictions to various substances and behaviours
- describe the "addictive personality"
- compare theories of addictions
- identify the impact of addictions on the individual, the family, the workplace, 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**

- name various intervention strategies
- describe a format for intervention

3. Identify and use professional development resources and activities to promote professional growth**Elements of the Performance**

- demonstrate awareness of relevant professional literature
- demonstrate awareness of relevant research sources on the Internet
- 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**

- submit reports in clearly written and typed format
- demonstrate use of APA reporting style/format

III. TOPICS:

1. Alcohol
2. Barbiturates/Benzodiazepines
3. Stimulants/Opiates
4. Antipsychotic Drugs/Antidepressants/Mood Stabilizers
5. Cannabis/Hallucinogens
6. Inhalents
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

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. (4th 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:

Research Paper	15%
Oral Presentation of Research Paper or Research Paper Participation	15%
Test #1	20%
Test #2	15%
Test #3	20%
Total	100%

Research Papers (2):

Each paper will involve at least 5 professional articles of information from sources such as vertical files, professional journals, reputable articles from the internet, books, etc. on issues related to addictions. Articles must be current (no earlier than 1990).

The paper should be written APA style and proper spelling and grammar are required.

The paper should be typed and approximately 5 to 6 pages in length (double spacing is required). Proper format will be discussed in class with examples. Topics will need to be approved by the instructor to avoid duplication in presentations.

All papers are due on dates that will be established with the class. Lates (other than substantiated emergencies) will be docked **5 marks per day late** (ie. overnight).

Any emergencies in handing in assignments, performing orals, or writing tests on due dates must be discussed in person or notification made to the instructor by voice mail.

Failure to notify the instructor (ext 564) on or before the date will result in a zero grade for tests or orals.

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

Oral Presentation of Research Paper:

Students are required to report the findings of one of their research papers. They are encouraged to utilize handouts, activities, overheads, blackboards, or discussion with the class during their presentations. Presentations should be 10 to 15 minutes in length.

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%	
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.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Need office. Visit room E1101 or call extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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.