

I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will be introduced to basic skills involved in providing support to children, youth and families impacted by addictions. The CICE student will acquire skills to function in an assistive role relevant to intervention strategies in the area of therapeutic programming, individual counselling and group work pertinent to treatment aims for the client.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1 Apply the Strength's Based Approach.

Potential Elements of the Performance:

- Understand the Strength Based approach
- Able to identify and apply strategies related to the approach
- Link the strength approach to therapeutic outcomes

2. Describe a number of critical issues in chemically dependent families.

Potential Elements of the Performance:

- Understand the issues and implications involved
- Identify the probable risk factors in chemically dependent families
- Recognize the role of resiliency in individuals and families

3. Examine children's and youth risk factors, treatment issues, and prevention strategies.

Potential Elements of the Performance:

- Identify societal and family environments that contribute to youth at risk
- Reinforce positive cultures for youth work
- Explore issues that co-occur with addictions (ie: mental health, LGBT issues, issues for Native youth)

4. Understand and utilize that knowledge regarding youth's substance abuse and gambling.

Potential Elements of the Performance:

- Have a working knowledge of youth and gambling problems
 - Differentiate between process addiction and substance dependence
5. Have a working knowledge of supports for family, children and youth impacted by addictions.

Potential Elements of the Performance:

- Distinguish formal and informal support systems
- Identify formal and informal supports available

III. TOPICS:

1. Strength's Based Approach to treatment /other treatment approaches
2. Working with Youth at Risk
3. Critical Issues in Chemically Dependent Families
4. Issues regarding youth and substance abuse/gambling/
Process addictions
5. Community and other supports for children, youth and families

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

McNeece, C. A., DiNitto, D. M. (2012). Chemical Dependency: A Systems Approach. (4th ed.). Pearson Canada.

V. EVALUATION PROCESS/GRADING SYSTEM:

Research Paper	25%
Resource Index	15%
Test #1	30%
Test #2	30%
Total	100%

Specifics on Evaluation Methods to be provided by Professor.
The following semester grades will be assigned to students:

<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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

Students are required to keep a copy of all assignments submitted to the instructor. All assignments are due on the date assigned. Late assignments will be deducted 1%/day late. After 5 calendar days late, assignments will not be graded.

Students who are very ill and unable to write a test must communicate to the professor prior to the scheduled test time. Failure to communicate will result in a mark of zero. Test will be given back and all tests need to be written before they are returned to the class. For voicemail: ext 24344.

E-mail: lisa.piotrowski@saultcollege.ca

VII. COURSE OUTLINE ADDENDUM:

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

CICE Program Addendum:

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.

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.