



COURSE OUTLINE: CYC154 - ADDICTIONS

Prepared: Child and Youth Care Faculty

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

Course Code: Title	CYC154: ADDICTIONS: EVIDENCE INFORMED PRACTICE
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Semesters/Terms:	20W
Course Description:	This course addresses the role of the Child and Youth Care Practitioner in supporting children, youth and families impacted by addictions. Its emphasis is on intervention strategies in the areas of therapeutic programming, individual counselling and group work pertinent to treatment aims for the client.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	CYW134
Vocational Learning Outcomes (VLO's) addressed in this course:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.
	VLO 2 Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.
	VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.
	VLO 4 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.
	VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.
	VLO 6 Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.
	VLO 7 Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.
	VLO 8 Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.



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Essential Employability Skills (EES) addressed in this course:

- 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.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Understand and apply the principles of relational practice, incorporating a strength based approach to intervention.	1.1 Understand and define the key aspects of relational practice 1.2 Understand and apply the Strength-Based approach 1.3 Identify and apply strategies related to these approaches 1.4 Link the strength approach to therapeutic outcomes
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify the complex issues and risk factors of children and youth in chemically dependent families, including how to respond to the strengths and needs of children and youth in order to promote positive change.	2.1 Describe a number of critical issues in chemically dependent families 2.2 Understand the issues and implications involved 2.3 Identify the probable risk factors in chemically dependent families 2.4 Recognize the role of resiliency in individuals and families
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Examine the impact of the inter-relationship among family, social service, justice and community systems on children, youth as it relates to substance abuse and gambling problems	3.1 Identify societal and family environments that contribute to youth at risk 3.2 Explore issues that co-occur with addictions (i.e. mental health, LGBT issues, issues for Native youth) 3.3 Have a working knowledge of youth and gambling problems 3.4 Differentiate between process addiction and substance dependence
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify and explore interventions using evidence-informed practices to enhance development in children, youth and their	4.1 Identify and discuss the theoretical/empirical basis for interventions 4.2 Distinguish formal and informal support systems 4.3 Identify formal and informal supports available 4.4 Identify strength-based therapeutic activities and programs



	families dealing with addictions.	that account for age, developmental status, cultural and/or ethnic background								
	Course Outcome 5	Learning Objectives for Course Outcome 5								
	5. Develop communication, teamwork and organizational skills to enhance the quality of service in child and youth care practice.	5.1 Communicate clearly, concisely and correctly in the written, spoken and visual form 5.2 Respond to written, spoken or visual messages in a manner that ensures effective communication 5.3 Utilize appropriate technology and information systems (e.g. use of D2L to submit and complete assignments), to promote professional communication and person-centered care. 5.4 Show respect for the diverse opinions, values, belief systems and contributions of others 5.5 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>1. Skill Development</td> <td>15%</td> </tr> <tr> <td>2. Assignments</td> <td>50%</td> </tr> <tr> <td>3. Tests</td> <td>35%</td> </tr> </tbody> </table>		Evaluation Type	Evaluation Weight	1. Skill Development	15%	2. Assignments	50%	3. Tests	35%
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Date:	June 30, 2019									
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.									