

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE: ADDICTIONS: EVIDENCE-INFORMED PRACTICES

CODE NO. : CYC154 **SEMESTER:** 2

PROGRAM: CHILD AND YOUTH CARE

AUTHOR: CYC Faculty

DATE: JAN. 2016 **PREVIOUS OUTLINE DATED:** JAN. 2015

APPROVED: 'Angelique Lemay' June/15

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): HSC204

HOURS/WEEK: 3

Copyright ©2015 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

*For additional information, please contact Angelique Lemay, Dean
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty
Enrichment
(705) 759-2554, Ext. 2737*

I. COURSE DESCRIPTION:

This course addresses the role of the Child and Youth Care practitioner in supporting children, youth and families impacted by addictions. The emphasis will be on interventions using evidence-informed practices in the areas of therapeutic programming, individual counseling and group work to enhance development in children, youth and their families.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

- 1 Understand and apply the principles of relational practice, incorporating a strength based approach to intervention.

Potential Elements of the Performance:

- Understand and define the key aspects of relational practice
- Understand and apply the Strength's Based approach
- Able to identify and apply strategies related to these approaches
- Link the strength approach to therapeutic outcomes

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.

Potential Elements of the Performance:

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

Potential Elements of the Performance:

- Identify societal and family environments that contribute to youth at risk
 - Explore issues that co-occur with addictions (i.e. mental health, LGBT issues, issues for Native youth)
 - Have a working knowledge of youth and gambling problems
 - Differentiate between process addiction and substance dependence
4. Identify and explore interventions using evidence-informed practices to enhance development in children, youth and their families dealing with addictions.

Potential Elements of the Performance:

- Identify and discuss the theoretical/empirical basis for interventions
 - Distinguish formal and informal support systems
 - Identify formal and informal supports available
 - Identify strength-based therapeutic activities and programs that account for age, developmental status, cultural and/or ethnic background
5. Develop communication, teamwork and organizational skills to enhance the quality of service in child and youth care practice.

Potential Elements of the Performance:

- Communicate clearly, concisely and correctly in the written, spoken and visual form
- Respond to written, spoken or visual messages in a manner that ensures effective communication
- Utilize appropriate technology and information systems (e.g. use of D2L to submit and complete assignments), to promote professional communication and person-centered care.
- Show respect for the diverse opinions, values, belief systems and contributions of others
- Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

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:

Required:

Maté, G. (2012). *In the Realm of Hungry Ghosts: Close Encounters with Addictions*. Canada: Vintage Canada Edition

Optional Additional Resource (from 1st semester: This text will be used as needed)

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

V. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT

20%

The Skill Development mark is related to the student's ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on D2L.

ASSIGNMENTS

50%

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, case work, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

TESTS (2)

30%

Tests/Quizzes must be completed on the date scheduled.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
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.	

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.

Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The**

Write Place, Accessibility Services and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.

2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and application of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.
5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.
7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)
8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.