

**YC 215**

**Mental Health/Substance Abuse**

**3 Credits**

Instructor: Jacquie Ganton  
Phone: 780 853 8552  
Original Developer: Dr. Jason Dewling  
Current Developer: Jacquie Ganton  
Reviewer: Joanne McDonald  
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2602 - 59 Avenue, Lloydminster, Alberta, Canada T9V 3N7. Ph: 780 871 5700  
5707 College Drive, Vermilion, Alberta, Canada T9X 1K5. Ph: 780 853 8400  
Toll-free in Canada: 1 800 661 6490



## YC 215 Version: 9



### Mental Health/Substance Abuse

#### Calendar Description

This course provides students with an overview of addictions and substance abuse and related health issues. It provides students with an opportunity to openly explore such areas as attitudes and values, principles, issues, models of addiction, assessment, treatment, intervention, recovery, and health promotion as they pertain to Child and Youth Care practice with children, youth, families, and communities.

#### Rationale

This is a required course for the Child and Youth Care program. Working in the child and youth care field, one may encounter children, adolescents, adults and families who are experiencing substance abuse issues. This course gives the student a brief introduction to the main theories, concepts, issues and intervention and assessment approaches to enable them to respond appropriately to such situations.

#### Prerequisites

None

#### Co-Requisites

None

#### Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. describe a brief history of addictions.
2. explain the relevant theories and causes of addictions.
3. summarize the effects of various substances including alcohol and nicotine.
4. recognize the signs and symptoms of substance abuse.
5. examine societal trends in drug use and addictions.
6. present on a topic relevant to addictions and CYC practice.
7. analyze the impact of substance dependence on the individual and the family

8. identify the environmental factors associated with addictions including trauma and foreign practices.
9. describe the relevance of stages of change to determine effective intervention strategies.
10. apply some of the assessment, intervention and therapeutic techniques used to treat addictions.
11. compare substance abuse treatment options, such as harm reduction, strength based, client centered and culturally relevant approaches.

**Resource Materials**

On-line material TBA

**Conduct of Course**

This course uses lectures, PowerPoints, discussion, debate, readings, D2L, videos, guest lectures, student presentations and site visits to professional addiction service agencies to facilitate the exploration of addiction issues relevant to child and youth care practice.

**Evaluation Procedures**

Reflective Journal	35%
Research Presentation	25%
Discussions	10%
Final Exam	30%
Total	100%

**Grade Equivalents and Course Pass Requirements**

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.0

**Students must maintain a cumulative average grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

**Attendance**

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the

satisfaction of the instructor. Frequent absences may result in the student being probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

*Instructors have the authority to require attendance in classes.*

## **Course Units/Topics**

1. The Role of Mental Health Professional in Prevention and Treatment
  - a. philosophical orientation
  - b. attitudes and beliefs
  - c. helping attitudes and behavior
2. Factors that Influence Drug Use
  - a. know the signs and symptoms of drug abuse
  - b. identify the early signs that may predict later drug abuse
  - c. what are the highest risk period during adolescence
  - d. definitions
  - e. understand a variety of models and theories of addictions and other problems related to substance use
3. Pharmacology
  - a. seven different drug types, and each has its own set of effects and risks:
    - Stimulants
    - Depressants
    - Hallucinogens
    - Dissociatives
    - Opioids
    - Inhalants
    - Cannabis
  - b. understand how the drug presents and influences the biological systems
  - c. route of administration

4. Prevention
  - a. why are prevention efforts needed
  - b. what works in prevention
  - c. what is appropriate for different age levels
  - d. evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming
5. Assessment and Diagnosis
  - a. definitions
  - b. psychosocial history and understand addiction as a continuum
  - c. signs of adolescent substance abuse
  - d. self-report inventories and coping patterns
  - e. referral and diagnosis and addictive patterns
6. Children and Families
  - a. exposure to alcohol and other drugs
  - b. intergenerational transmission of addictions
  - c. family interventions
  - d. addictions impact on relational styles
  - e. codependency
7. Client Engagement and Treatment
  - a. motivational interviewing
  - b. treatment strategies and techniques
  - c. relapse prevention and recovery
  - d. gain awareness of the need for strength-based, client centered and culturally relevant approaches
  - e. understand the relevance of stages of change to determine effective intervention strategies

8. Special Issues

- a. media and substance abuse
- b. post traumatic stress disorder and trauma informed practices
- c. cultural diversity and addictions
- d. understand the role of harm reduction in the field of substance dependency
- e. spiritual component of addictions
- f. develop and implement self-care strategies using self inquiry and reflection processes to promote self awareness and to enhance practices as a child and youth care practitioner

## Appendix A

### Definition of Class Participation

Participation is evaluated based on the following criteria:

- arriving on time for class and staying until completion of class.
- contributing to class discussions through appropriate verbal interaction, cooperation, sharing resources and showing respect for alternative opinions.
- involvement in class activities, such as in-class assignments, etc.
- attending class work periods and presentations.
- being flexible with needs of peers/faculty.



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