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Phone: 403-329-2419
E-mail: phil.jones2@uleth.ca
Lecture: On-line via Moodle
Office Hours: As scheduled, via Adobe Connect, or by appointment

Teaching Assistant: TBA
E-mail:

DESCRIPTION:
The intent of this fully online course is to explore two interrelated areas: approaches to counselling children and youth and the issue of youth involvement in the use and abuse of a range of substances. Approaches to prevention and intervention which are used in addressing these problems will also be explored. Students in this course will have the opportunity to explore their learning interests in this topic area, to contribute to and benefit from the learning of their peers, and to participate in an on-line community of learners.

Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course:

<table>
<thead>
<tr>
<th>Technical Competencies</th>
<th>Behavioural Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Counselling</td>
<td>• Client-Centred Change</td>
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<tr>
<td>• Family and Social Support</td>
<td>• Client Service Orientation</td>
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LEARNING OBJECTIVES:
In this course, students will have the opportunity to:

- Develop an understanding of a range of evidence-informed counselling approaches and interventions with children and youth.
- Develop an understanding of the role of family and community in supporting change and clients' treatment goals.
- Develop an understanding of the components of effective intervention for children and youth and how to work toward intentional behavior change.
- Become knowledgeable about substances of use, misuse, and abuse among the youth population.
- Become knowledgeable of process addictions (gambling, cutting/self-harm, eating disorders, and sex addictions) as they involve youth.
- Learn about the impacts of the use and abuse of different substances.
- Become aware of client-centered approaches to prevention and intervention for use with youth who are involved in substance use that enhance, facilitate, support, empower and increase client motivation for positive change.
- Engage in critical thinking and discussion about youth substance abuse and the appropriate intervention responses that focus upon discovering and meeting youth needs and providing service excellence to youth.
• Develop learning goals and produce learning products which enable students to explore areas of interest within the area of youth and addictions.
• Participate in a community of learners.

REQUIRED TEXT:

Course eLearning Site:
http://moodle.uleth.ca

Course Web Conferencing Site:
Adobe Connect: http://uleth.adobeconnect.com/hlsc3750/

APPROACH TO LEARNING:
The course will use a variety of activities to enable students to explore the ideas and approaches in this area, and to develop a community of learners. A community of learners assumes that students are open to the ideas, thoughts, and experiences of others, and that all class members are treated with dignity, respect, and consideration. In addition, a community of learners allows students to learn from their peers as well as to contribute to the learning of others.

COURSE SCHEDULE (subject to change):

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>STUDENT ACTIVITIES</th>
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</thead>
</table>
| Week 1 (Jan 9 – 15) | Introduction and Orientation to the course | • View orientation presentation  
• Homepages posted by 9:00 p.m. January 15  
• Read Chapter 1 of text  
• Sign up for week to be a discussion leader |
| Week 2 (Jan 16 – 22) | The social construction of the child | • View presentation  
• Read Chapter 2 of text  
• Discussion Forum 1 (Jan 16-22) |
| Week 3 (Jan 23 – 26) | Developmentally appropriate practice | • View presentation  
• Read Chapter 3 of text  
• Discussion Forum 2 (Jan 23-29) |
| Week 4 (Jan 27 – Feb 5) | Attachment Relationships          | • View presentation  
• Read Chapters 4 and 5 of text  
• Discussion Forum 3 (Jan 27-Feb 5)  
• Learning Product 1 due at 9:00 p.m. February 5, posted in Moodle |
| Week 5 (Feb 6 – 12) | The first meeting The child’s story | • View presentation  
• Read Chapters 6 and 7 of text  
• Discussion Forum 4 (Feb. 6-12)  
• Responses to Learning Product 1 (3) to be posted by 9:00 p.m. February 12 |
### DATES | TOPIC | STUDENT ACTIVITIES
---|---|---
**Week 6 (Feb 13 – 19)** | Listening to play Listening Online Understanding behaviours | • View presentation  
• Read Chapters 8, 9 and 10 of text  
• Discussion Forum 5 (Feb 13-19)

**Feb 20 – 26** | **Reading Week – No classes** |  

**Week 7 (Feb 27 –Mar 5)** | High Risk Interventions Groups and Gangs | • View presentation  
• Read Chapters 11 and 12 of text  
• Discussion Forum 6 (Feb 27-Mar 5)

**Week 8 (Mar 6 – Mar 12)** | Addictions and Youth – defining the problem. | • View presentation  
• Discussion Forum 7 (Mar 6 – Mar 12)

**Week 9 (Mar 13 – 19)** | Risk and protective factors Resilience Prevention | • View presentations  
• Discussion Forum 8 (Mar 13-19)  
• **Learning Product 2 due by 9:00 p.m. March 19**

**Week 10 (Mar 20 - 26)** | Outpatient Treatment Approaches | • View presentation  
• Discussion Forum 9 (Mar 20-26)  
• **Responses to Learning Product 2 due by 9:00 p.m. March 26**

**Week 11 (Mar 27 – April 2)** | Inpatient Treatment Approaches | • View Presentation  
• Discussion Forum 10 (Mar 27-Apr 2)

**Week 12 ( Apr 3 - 8)** | Summary and reflection on the course. Course Completion | • View presentation  
• Discussion Forum 11 (April 3-8)  
• **Discussion Forum Self-Evaluation due April 9, by 9:00 p.m. via email**  
• Complete course evaluation

### GRADING AND ASSIGNMENTS:

**NOTE:** View the orientation presentation for detailed information on the assignments for this course.

1) **Homepage** – Weight 5%
   This assignment allows you to introduce yourself to your classmates in the on-line environment. Homepages will be posted in the Moodle Discussion Forum for that purpose; you can do a document, PowerPoint, or a link to a webpage of your own to complete this project. The following information should be included in your homepage:
   • Name and program you are registered in.
   • Where you will be taking this course from.
   • The one thing you would like to learn for yourself from this course.
   • Comments on how you learn best (this will help you with planning your learning products).
   • Any other information that you think might be of interest to your classmates.
2) **Two Learning Products** – Weight 25% each.
Students will complete two learning products and post them in the relevant Moodle discussion forum sites for other students to read and respond to.

**Learning Product #1:** Students are asked to identify an area/topic from the textbook that they would like to learn more about, and develop a learning product to explore this area and report their findings to others.

**Learning Product #2:** Students are asked to identify a topic in the area of youth and addictions which they would like to know more about, and develop a learning product to explore this area and report their findings to others.

Criteria for evaluation of the learning products include:
- Clarity of the inquiry questions which guided the research.
- Comprehensiveness of the reporting of the findings from the research on the topic; learning products need to have at least 12 scholarly resources; other resources from a variety of sources may also be used.
- Inclusion of critical and reflective commentary about the findings which are being reported.
- Inclusion of a summary of the important learning the student will take from the learning product.

**Note:** Please see the description of Learning Products and the presentation on Inquiry-based Learning in the Moodle “Resources” section for more information.

3) **Responses to Learning Products:** Weight: 10% (5% x 2) (two responses to peers’ Learning Product 1 and two responses to peers’ Learning Product 2). The intent of this assignment is to provide students with the opportunity to give respectful, thoughtful, non-evaluative and reflective feedback to peers’ learning products. The responses are to be posted as replies in the Moodle Discussion Forums for posting learning products.

4) **Discussion Forum:** Weight: Discussion Leading: 35%.

**Discussion Leading:** Students will choose one week to be a discussion leader. Leaders can choose a topic (broadly within the topic for the week), provide a brief presentation explaining the topic (that is, introduce new content for discussion), and lead a discussion on the topic for the week.

**Note:** See the description of Discussion Forum in the “Resources” section for more information.

**Discussion Participation:** Students will join one discussion per week (excluding the week they are discussion leader), and participate in the discussions with their peers.

**Note:** See the description of Discussion Forum in the “Resources” section for more information.

**Self-Evaluation:** Grading for discussion forum leading and participation will be completed through submission of a self-evaluation on the process. In the self-evaluation students should reflect on the quality of their leading (including the content they introduced), and on their participation in the discussion forums as participants. Students are asked to refer to the criteria for discussion forum leading and participating, evaluate their performance against the criteria, provide a reflection on their experience with discussion forum, and provide a recommendation for a grade for this component of the course.

**Note:** See the description of Discussion Forum Self-Evaluation in the “Resources” section for more information.
GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
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<tr>
<td>C-</td>
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<tr>
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<td>F</td>
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</tbody>
</table>

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment http://www.uleth.ca/ross/counselling/index.html. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.