

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CYC 203		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Perspectives on Mental Health and Substance Misuse Course Short Title (if title exceeds 30 characters): Mental Hlth & Substance Misuse																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Child, Youth and Family Studies																	
Calendar Description: Mental health care and addictions treatment fields are explored. Students will examine their own beliefs about mental health and engage in personal reflection on the role of addictive behaviour and the links with relationships and personal ecology. Note: Students with credit for CYC 302 cannot take this course for further credit.																			
Prerequisites (or NONE):		Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of (CYC 100 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, and CYC 168.																	
Corequisites (if applicable, or NONE):		None																	
Pre/corequisites (if applicable, or NONE):		None																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: CYC 302 Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>26</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>13</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>6</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	26	Seminars/tutorials/workshops	13	Laboratory hours		Field experience hours	6	Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Other contact hours:																			
Total	45																		
		Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Dr. Maple Melder Crozier		Date approved: October 25, 2016																	
Faculty Council approval		Date approved: December 9, 2016																	
Campus-Wide Consultation (CWC)		Date of posting: February 3, 2017																	
Dean/Associate VP: Dr. Tracy Ryder Glass		Date approved: December 9, 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: February 24, 2017																	

Learning Outcomes

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

- Describe how substance misuse and mental health issues are conceptualized
- Discuss components of the system of care a) for substance misuse b) for mental illness (with particular focus on children and youth, and including health promotion, prevention, and treatment).
- Explain treatment practices and change processes in a) substance misuse and b) mental health.
- Reflect upon their own experiences, values, and beliefs about addiction and mental health issue
- Describe tensions and differences within the fields
- Integrate and connect knowledge of substance misuse and mental health issues with prior learning from CYC theory and knowledge.
- Describe roles for CYC practitioners in mental health and addictions fields.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Local experts in the field of mental health and addictions will be drawn upon to share their lived experience, knowledge, and personal journey. This course combines the tradition of academic learning with personal reflection and exploration. Students will be expected to explore course material from both intellectual and personal perspectives, using their helping skills to assist colleagues. Assignment and class time will be a mix of both themes, personal and academic.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. MCFD	The BC Child and Youth Mental Health Plan: A Promising Start to an Urgent Need	<input checked="" type="checkbox"/>	BC Auditor General	June 2007

Required and Recommended Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

- Out of the Shadows at Last – The Mental Health Care System in Canada, Alberta Mental Health Plan
- DSM IV
- Map of the Mind Fields
- Fighting our Fears, Beyond the Blues, Attention Deficit Disorder "Inclusion of Children & Youth", Aboriginal Journeys in Mental Health
- "Walking the Path Together", Child and Youth Mental Health Teams in the Fraser Valley (MCFD)
- Achenbach Child Behaviour Checklist
- Brief Child and Family Phone Intake
- Depression Inventories, Anxiety Inventories
- Staff from Fraser Health Youth and Young Adult Mental Health Programs, Staff from Child and Youth Mental Health – Fraser Region
- The Hierarchy of Needs and care planning in addiction services: What Maslow can tell us about addressing competing priorities? (Addiction Research & Theory, Aug 2008, Vol. 16 Issue 4)
- Staff from Addictions Services – Fraser Health, 14 part DVD series – "Addiction: Why can't they stop?", DVD – Medical Consequences of Addiction, Youth Core Addiction Practice

Typical Evaluation Methods and Weighting

Final exam:	25%	Class Presentation:	25%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Personal Project:	25%	Reflection:	10%	Participation:	15%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Course overview and introduction to child and youth mental health, main diagnostic criteria and features associated with the most prevalent disorders.
2. Introduction to the system of care for children and youth with mental health problems, with a review of strategies in Aboriginal mental health.
3. Overview and introduction of addictions in children and youth and the system of care including detox, daytox, DEWY program, outpatient and outreach programs.
4. Student presentations – consumer movements in mental health and addictions, medications vs talk therapy and psycho-social interventions, the link between trauma, mental health, and addictions.

5. Class presentations –harm reduction, family centered/ecological care and the tensions with patient centered care and confidentiality.
6. The importance of ecological frameworks, person centered and relationship skill.
7. DSM IV descriptors and categories of chemical dependency, commonly used measurement processes, developmental trajectories, prevalence, commonly understood presentations and impacts on functioning.
8. Describe tensions and differences within the fields:
 - Harm reduction approaches to treatment versus “program purity”
 - Medication versus “talk therapy”
 - Medical versus bio-psycho-social-spiritual model
 - Consumer movements and professional privilege
 - Family and ecological engagement/patient centered care and confidentiality