

I. COURSE DESCRIPTION:

Child Care Methodology I will serve as an introductory course to the field of Child and Youth Work. The basic philosophy throughout this course is that there is a set of attitudes, specific knowledge, skills and proficiencies that are uniquely those of the competent Child and Youth Worker. As a group, we will explore three central themes: the child at risk; the environment or settings that serve the child; and the Child and Youth Worker as an agent of therapeutic change.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the C.I.C.E. student will, with the assistance of an Educational Assistant, be able to:

1. **Represent one's skills, knowledge and experience as a Child and Youth Worker in training in a realistic and clear manner for personal and professional purposes.**

Potential Elements of the Performance:

- a. Discuss the development of the Child and Youth work profession relative to the human service delivery system.
- b. List and describe skills and attitudinal factors pertinent to this field.
- c. Identify and describe employment settings for CYW.

2. **Determine the roles and boundaries of a Child and Youth Worker in the current and evolving human service delivery system.**

Potential Elements of the Performance:

- a. Demonstrate a familiarity with the role of the Child and Youth Worker in the delivery of service.
- b. Apply the knowledge to simulated situations.

3. **Foster and utilize therapeutic environments which respect culture and which promote overall well-being and facilitate positive change for children, youths, and their families.**

Potential Elements of the Performance:

- a. Define specific child management skills pertinent to various treatment modalities - with specific focus on educational, residential, community and family settings.

4. **Communicate effectively in oral, written, and nonverbal forms to enhance the quality of service.**

Potential Elements of the Performance:

- a. Utilize professional terminology where appropriate. (This includes spelling and basic grammar skills.)
- b. Demonstrate and apply the concepts of subjective and objective observations and recording.
- c. Integrate the concept of "role-model" to the classroom setting.

III. TOPICS: (including, but not necessarily limited to the following)

1. History and development of professional Child and Youth Care
2. Current status and future trends of the profession.
3. Concept of emotional disturbance.
4. Concept of resiliency.
5. Impact of exceptional needs on the individual, family and community.
6. Responses to exceptional behaviour, i.e. treatment options.
7. Essential components of "Milieu".
8. Roles and boundaries in Child and Youth Work.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Membership in Ontario Association of Child and Youth Counsellors – Cost TBA.
(This will be arranged in class.)

Krueger, Mark A. (1988). *Intervention techniques for child/youth care workers*.
Washington:
Child Welfare League of America.

Orlick, Dr. Terry (2003). *Feeling Great: Teaching Children to Excel at Living*.
Carp, ON. Creative Bound Inc.

V. EVALUATION PROCESS/GRADING SYSTEM.

The class will be taught through a combination of lectures, presentations and group discussion. The format will vary according to material being presented.

- a) Attendance: It is expected that the participant will maintain a level of attendance reflective of a commitment to the learning and to the profession.
- b) To complete assigned reading/research and be prepared to discuss this material in class.
- c) To participate actively and fully in class discussions; to be respectful of your colleagues, the instructor and the material presented.
- d) To be prepared to demonstrate effective intervention techniques through role-play, simulations, and/or critical incident analysis.
- e) To complete in-class tests on the material covered.
- f) To complete and submit or present assignments as per assigned dates There may not be any additional time to do a presentation if you fail to present on your assigned date.

ASSIGNMENTS:

1. **Activity Presentation:** using the text, *Feeling Great*, a pair of students will present an activity to the class. The activity should take 5 to 10 minutes and will be presented at the beginning of each class as an "ice-breaker" or warm-up activity. This activity will need to be interactive and may involve the whole class or be a demonstration of the activity. The schedule will be established in the first week of class. Due date is _____.
This assignment is worth 10% of your final grade.
2. **Journal Summary:** Using the web site www.cyc-net/org , each student will select a journal article and write a 1 ½ -2 page summary of the article including the following points: identify the central issue affecting children or youth; how this impacts on the profession of child and youth work; and your personal reaction to the article. Date due is: _____. This assignment is worth 10% of your final grade.
3. In class written observation assignments. These assignments will be done in class and submitted as completed.
4. **Tests:** There will be 4 quizzes (4 x 12%) throughout the course – one quiz each month. Dates are as follows: **(See important note re: tests & scheduling that follows.)**

September: _____

October: _____

November: _____

December: _____

GRADING:

Activity Presentation	10%
Journal Assignment	10%
In Class written assignments	12%
Quizzes (12% each x 4)	48%
Attendance and Participation	20%
 Total Grade	 100%

NOTE: In the event that mid-term grades are not satisfactory, the student will be required to meet with the instructor to develop a strategy whereby academic difficulties may be dealt with and the student may proceed to an overall "passing grade" in the course.

- * It is the student's responsibility to schedule this meeting with the teacher upon receipt of mid-term grades.

An "F" at mid-term is an automatic course repeat.

Tests will be written as scheduled – time (allotted in class) and date. If a student arrives late for a test, they may enter the testing room, provided no student has yet left the room. There will be no extra time allowed to complete the test. It is the students' responsibility to be punctual. There will be no opportunity to write missed tests. There are no 'make-up' assignments or tests. Missing one test need not constitute failure in the course.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.