



## I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will be introduced to the field of Child and Youth Care including a review of professional knowledge, skills, and attitudes that are uniquely those of the competent Child and Youth Care assistant. The course prepares CICE students with a basic skill level relative to observation, reporting, policies and ethics, and confidentiality.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Understand the general principles of relationships with children, youth and their families, relational practice and respecting their unique life space, and cultural and human diversity. (Drawn from CYC Vocational Outcome #1)

Potential Elements of the Performance...on a basic level

- Use communication skills and engagement strategies to promote positive relationships, understanding and trust
- Have an understanding of principles of relational practice including consideration, safety, trust, presence and empathy and how it supports changes for interpersonal patterns within their day-to-day environment
- Understand importance of promoting resiliency in children, youth and their families
- Interact in a professional manner as guided by the professional code of ethics, and organizational policies and procedures.

2. Identify the basic significance of strengths and needs in assessing children and youth, and understand that these are impacted by developmental, environmental, physical, emotional, social and mental health challenges. (Drawn from CYC Vocational Outcome #2)

Potential Elements of the Performance

- Understand the general developmental domains (cognitive, physical, emotional and social) in children, youth, and families
- Understand strength-based techniques to prevent, de-escalate, and manage identified behaviours in children and youth

3. Explain the role of Child Welfare agencies and develop knowledge of the duty to report abuse. (Drawn from CYC Vocational Outcome #3)

Potential Elements of the Performance

- Identify and discuss the role of various child welfare agencies and their legislated authority on a basic level
  - Determine reasonable grounds to suspect when a child is at risk for abuse or neglect and may be in need of protection and determine when and how to take appropriate action in reporting these incidences in accordance with the Ontario Child and Family Services Act, 1990.
4. With assistance, plan and explain interventions in the areas of therapeutic milieu and programming to promote resiliency and to enhance development. (Drawn from CYC Vocational Outcome #4)

Potential Elements of the Performance...with assistance

- Plan and explain moment-to-moment interventions such as the use of daily activities to create positive change with assistance
  - Apply an interactive approach (ie. Work with and play with) to activities of daily living within the therapeutic milieu to develop relationships and promote involvement in activities
  - Begin to understand behaviour management strategies necessary to promote positive behaviour
  - Create and modify the therapeutic milieu to maximize learning and to promote change in children, youth and their families
  - Identify, locate and evaluate community resources for programs and activities
5. Understand and demonstrate an awareness of the rights of children, youth and their families. (Drawn from CYC Vocational Outcome #5)

Potential Elements of the Performance

- Identify and access information on the rights of children, youth and their families including the United Nations Charter on the Rights of the Child
  - Identify and describe the role of the Office of the Provincial Advocate for Children and Youth and its legislated authority on a basic level
6. Apply communication, teamwork and basic organizational skills to enhance quality of service in child and youth care practice. (Drawn from CYC Vocational Outcome #6)

Potential Elements of the Performance

- Establish and maintain appropriate boundaries with classmates
- Develop and apply organizational and time management skills with assistance
- Utilize professional terminology where appropriate (this includes spelling and grammar skills which are supported in your Language and Communication courses) on a basic level
- Demonstrate and apply the concepts of subjective and objective observations and recording with assistance
- Protect and maintain confidentiality as governed by College policy and professional code of ethics

- Show an awareness and understanding of communication technologies, including social media and adaptive technologies
- Select and use technologies to document all relevant information related to professional role and responsibility on a basic level
- Explain concepts in ways that are understandable for and respectful of diverse individuals and groups

7. Develop and implement self-care strategies using self-inquiry and reflective processes to promote self-awareness and to enhance practice as a child and youth care practitioner. (Drawn from CYC Vocational Outcome #7)

Potential Elements of the Performance...On a basic level

- Assess professional skills, knowledge and personal well-being in an ongoing manner and reflect on the impact of these factors in future practice
- Access and utilize appropriate resources and self-care strategies (ie. Cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and future professional practice
- Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one's own life
- Identify and use strategies to prevent and/or combat stress in one's own life

8. Represent one's skills, knowledge and experience as a CYC in training in a realistic and clear manner for professional growth and lifelong learning. (Drawn from CYC Vocational Outcome #8)

Potential Elements of the Performance...On a basic level

- List and describe skills and attitudes pertinent to the field of CYC
- Determine current skills and knowledge through self-assessment, reflection and collaboration with peers and faculty
- Establish reasonable, measurable and realistic personal and professional goals to enhance work performance and evaluate progress towards goals
- Develop and implement strategies to guide ongoing professional growth and learning
- Act in accordance with professional code of ethics and professional standards
- Develop a professional identity as a child and youth care practitioner
- Begin to establish a professional support network
- Access and apply professional literature
- Explore career choices and employment opportunities in the child and youth care field
- Discuss history, current professional issues, future trends and challenges in the field of child and youth care
- Accurately apply relevant policies and procedure requirements of community practicum

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

1. History and development of the profession of Child and Youth Care.
2. Current status and future trends of the profession.
3. Concept of emotional and behavioural disturbance or disorder.
4. Concept of resilience and identification of strengths and needs.
5. Impact of exceptional needs on the individual, family and community.
6. Intervention responses to exceptional behaviour
7. Essential components of "Therapeutic Milieu" and "Life Space Interventions"
8. Roles, boundaries and ethics, both personally and professionally, in Child and Youth Care.
9. Observing and recording behaviour
10. Reporting and documenting (oral and written)
11. Self care and time management
12. Child and Youth Care policies and procedures
13. United Nations Charter on the Rights of the Child
14. Provincial Advocate for Children and Youth

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Applestein, Charles D., (1998): No Such Thing As a Bad Kid – Understanding and Responding to the Challenging Behaviour of Troubled Children and Youth. The Gifford School, Weston, MA.

Note: Membership in our professional association is essential to work in some agencies and is part of the criteria for some scholarships available to students within the program. Although it is not mandatory to obtain a membership, it is strongly recommended.

### 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) SKILL DEVELOPMENT  
10%

The Skill Development mark (10%) is related to the student's ability to prepare for class discussions and case work. The format and assessment of this will be discussed in class and posted on D2L.

Children and youth at risk require reliable and dependable adults in their lives and these qualities are expected to be demonstrated in class.

- b) ASSIGNMENTS  
40%

Students are to complete assignments, readings, and /research on time, and be prepared to discuss this material in class. The format and assessment of the activities will be discuss in class and posted on D2L. NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic “0” for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

\*\* All students MUST submit all assignments through the Dropbox on D2L.

Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student’s responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

c.) TESTS 40%.

Tests will be written as scheduled on material covered in class and assigned readings. Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of “0”. It is the student’s responsibility to make an alternative date with the professor that must be scheduled before the next class.

d.) DUTY TO REPORT WORKSHOP AND TESTS 10%

Student will participate in a mandatory Duty to Report workshop (times and dates provided in class) and complete pre and post tests on the workshop.

TOTAL = 100%

## COLLEGE GRADING POLICY

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
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. (See Policies & Procedures Manual – Deferred Grades and Make-up). (See also CYW Policies re: X grade documentation.)

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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students 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 everyone, all students are encouraged to attend all of their scheduled classes and evaluation sessions. This includes arriving on time and remaining for the duration of the scheduled session.

### Classroom Expectations

Students are expected to behave in a manner consistent with professional expectations in the CYW field. This extends to verbal, non-verbal behaviour as well as clothing and general deportment. It is expected that students are familiar with the Sault College Student Roles and Responsibilities, as well as CYW policies. All students have the right to a learning environment that is free of distraction or harassment/abuse.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**VIII. COURSE OUTLINE ADDENDUM:**

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



**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**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 CICE office with assistance from a Learning Specialist.*****The Learning Specialist 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 Learning Specialist 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.