

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

CCW 123-3 CHILD CARE PRACTICE II

INSTRUCTOR: Jeffrey Arbus
MEETING TIMES: Thursday Evening
7:00 p.m. - 10:00 p.m.
September 15 - December 22, 1977

NATURE OF COURSE:

Child Care Practice II will function to further the development and self-awareness of the student Child Care Worker. Picking up where Practice I left off, Practice II will focus on the child in need of special care, the psycho-dynamics and related factors involved. Students will become exposed to and will develop skills in behaviour observation, assessment and interpretation. Much of the course will be devoted to incorporating many of the basic skills required in the process of relationship building with troubled children and youth. In addition, the above will be related to the subject of the abused child in care. As always, the overall emphasis will be on the development of the student's self-awareness, and the dynamic effects of their feelings and behaviour to the helping relationship.

COURSE GOALS AND OBJECTIVES:

The goal of this course is to assist the student in developing specific skills required to foster a helping relationship with disturbed or troubled children and youth. The objectives are:

- 1) To develop an understanding of the psycho-dynamic factors affecting the child or adolescent in care;
- 2) To develop in the student an empathy for the state and feelings of the aforementioned young person, and the family;
- 3) To develop an understanding of the basic, ongoing skills required in dealing with these people;
- 4) To develop an ability to practically apply these skills;
- 5) To begin to develop an ability to recognize behaviour patterns, and to interpret them in terms of available information and treatment goals;
- 6) To apply 5) to the case of the abused child;
- 7) To continue the process of self-development and self-exploration in the student, including an examination of one's own feelings in dealing with these children; included here will be discussion of sexuality as it appears in ongoing work with the children.

LEARNING RESOURCES:

- 1) Provided by the College:
 - Handouts
 - Films
 - Tapes
 - Library Resources

- 2) Provided by the Student:
 - Redl, Fritz, and Wineman, David. The Aggressive Child. New York: Free Press, 1957.

 - Beker, Jerome (ed.) Critical Incidents In Child Care. New York: Behavioural Publications, 1972.

 - Klein, Alan. The Professional Child Care Worker. New York: Association Press, 1975.

METHODOLOGY:

A combination of lecture, student-led seminar, film, tapes, and group discussion will be used in class.

Generally, each class will follow a basic format, including some or all of:

- 1) Introduction of topic
- 2) Lecture, seminar, or film
- 3) Coffee break
- 4) Further discussion, seminar, film, etc.

Basically, the course is divided into two parts:

Part A - Examination of the child in care; evident behaviour; assessment, observation, interpretation of behaviour; skills required to deal with behaviour. Part A will be followed by a Test (approximately early November). There will be a three week notice of the test. In addition, there will be required a short paper (approximately 800 - 1000 words) in the form of an incident report. The incident is to be one in which the student intervened in a difficulty with a child. The paper should provide some background, details of the incident, action taken, results, and possible alternatives. The focus should be psycho-dynamic i.e. on the feelings of the child and adult in the situation. This will be due in November. The actual due date, and the paper itself, will be discussed in class approximately four weeks before the due date.

Part A - In the event that a student does not have access to an incident, an alternative will be discussed (for example, using an incident from "Critical Incidents"). If this should occur, the topic must be discussed by the student and the instructor prior to the due date.

Part B - Part B will consist of student seminars on topics to be developed by the instructor with the students. Topics may cover: the application of behaviour management techniques in various settings; recognition of child abuse (legal implications included); psycho-dynamic factors, management techniques and the culturally-different child; sexuality in a treatment setting; using the total person (body language and behaviour management); programming to help youngster deal with sexual problems, death, perceptual handicap, phobias, etc.; and other relevant topics. The seminar will demonstrate the degree to which the student has incorporated and developed the information discussed. The seminar, and discussion period, should occupy the entire class time.

Seminar topics will be determined and assigned approximately four weeks before the first is to be presented.

GRADING SYSTEM:

Class Participation*	15%
Test	25%
Paper	20%
Seminar	40%

*Class participation is extremely important. Attendance is mandatory.