



CHILD CARE PRACTICE II  
course title

INSTRUCTOR: SALLY CHRISTENSEN PHONE: HOME 949-9036 WORK 949-5200

TIME: Tuesday 7:00 - 10:00 p.m.

DATES: September 3, 1985 to December 10, 1985

ROOM: will be posted

NATURE OF THE COURSE:

Child Care Practice II is designed to further the skill development of the student Child Care Worker in handling and treating young people with emotional or behavioural difficulties. Keeping in mind the process of child development, efforts will be made to understand the psychodynamics of youths with special needs. There will be an overall emphasis on development of the students' self awareness and on the dynamics effects of the students thoughts, and feelings and behaviours on the helping relationship.

GOALS AND OBJECTIVES:

- 1) To continue in the student the process of self development and self exploration, including an examination of one's own behaviour as a factor in the treatment process.
- 2) To begin to develop an ability to recognize behaviour patterns and to interpret them in terms of available information and treatment goals (with special emphasis on prevention intervention).
- 3) Familiarization with specific skills required in managing and treating these young people.
- 4) To study the law, precipitating factors and treatment implications of child abuse.
- 5) Development of an empathy for the state and feelings of the troubled youngster and the family.

METHODOLOGY:

A combination of lecture, student presentation, film, tape, group discussion and role playing will be used in class. Each class will have a coffee break.

LEARNING RESOURCES:

Provided by the student,

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

Kruger, M., Intervention Techniques for Child Care Workers,  
Wisconsin: Tall Publishing, 1983

Child Abuse, A Handbook For Social Workers In Ontario,  
OAPSW, Toronto, 1983

Lloyd, Margaret A., Adolescence, Harper & Row, New York, 1985

Handouts, films, tapes etc. will be supplied by the college.

Grading System: as per college guidelines

80% - 90% = A

70% - 79% = B

60% - 69% = C

I = incomplete (mid term only)

Less than 60% = R (repeat)

X \*(due to extenuating circumstances)

GRADING BREAKDOWN FOR THIS COURSE:

5% - Spy Assignment

5% - Analysis of Activities

10% - Feelings Assignment

15% - Anger Paper

20% - Adolescents Paper

20% - Final Exam

25% - Participaction (weekly input)

100%

Late assignments will not be accepted unless arrangements have been made with me 24 hours before the assignment is due. Only dire medical emergencies will be considered. Therefore if you choose to leave your assignments to last minute work you take responsibility for playing with your grades!

ASSIGNMENTS:

PARTICIPATION is expected of EVERYONE on a weekly basis!! I will be keeping records from which your participation mark will be based. If you have trouble participating in class lets talk about it as a group or alone - there are ways to make speaking up easier to do!!

assignments cont'd

SPY ASSIGNMENT is a cute name for developing your observation skills. Chapter Two in Intervention Techniques For Child Care Workers lists a battery of questions to be asking yourself during observation of a child. These questions are tools to enhance your observation skills. Using these outlines, choose two people to observe. Write a 1 - 2 page report on your experience describing your observations, feelings and comfortableness while you were using this technique. Do not include any data that identifies your subjects (confidentiality!). . This is due September 17!!

ANALYSIS OF ACTIVITIES. In class we will discuss a method of analyzing activities that optimizes the selection of appropriate activities to meet the needs of youths in a given program. In addition to this, Chapter 3 in Intervention Techniques deals with the concerns of activity planning. Using the combined information and the handout, analyze three activities which meet different needs for different age groups. This is due September 17! We will be having small group discussion in class on the 17th regarding this assignment, so there will be time to add ideas gained from the group. If you have not done your part of the assignment at home you will not be joining the discussion groups - this is your individual analysis.

FEELINGS is an assignment designed to stimulate self awareness and growth. Each student will be responsible for maintaining a log which will describe physiological signs (sweating, rapid heart beat, dizziness etc.) and behavioural signs (avoiding eye contact, getting quiet, crying, giggling etc. ) of a large variety of feelings. This is a personal account of your feelings. Everyone will be expected to share one or two feelings as a group member. No need to feel embarrassed if this is an awkward or difficult assignment, understanding and even recognizing feelings isn't easy for many people!! This log will be handed in near the end of the course - the date will be decided later on.

ANGER is due on October 8 and will be discussed in class two weeks before it is due. This is because it is like the real world where things have deadlines without months of advance notice!!

ADOLESCENCE is due November 12. We will be spending a large amount of class time making these people less alien. The paper will be thoroughly described two weeks before it is due.

Final exam, sorry no advance description, but don't panic I guarantee you'll have learned the required material by then!

Well I hope you're ready for a lot of learning and a bit of fun!!