

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CHILD CARE PRACTICE II

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Code No.: CCW 123

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Program: CHILD AND YOUTH WORKER

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Semester: THREE

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Date: SEPTEMBER 1990 Previous date: SEPTEMBER 1989

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APPROVED:

L. DeRosario

DATE:

June 29/90

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Course Outline: CCW 123-3 Child Care Practice II

Instructor: Mary E. Ritza

### PHILOSOPHY AND GOALS OF COURSE

This course is designed to further the skill of the student Child and Youth Worker in handling and treating young people with emotional or behavioural difficulties. Keep in mind the process of normal 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 student's self-awareness and his/her role as part of the therapeutic relationship.

### STUDENT PERFORMANCE OBJECTIVES

1. To continue the process of self-awareness and development of knowledge of self and one's own behaviour as a factor in the treatment process.
2. To begin to develop an ability to recognize behaviours and to interpret them in terms of setting and establishing treatment goals.
3. To familiarize the student with specific skills required in managing and treating these children - with some examination of the effects of early separation, neglect, and/or abuse.
4. To examine and clarify the role of the C.Y.W. student in a group home/residential setting.

### ADDITIONAL RESOURCE MATERIAL AVAILABLE IN COLLEGE LIBRARY

Provided by the college:

The Learning Resource Centre provides an array of books and journals on this subject.

### REQUIRED STUDENT RESOURCES

Provided by the student:

Foster, G.; Vanderven, K.; Kroner, E.; Carbonara, N.; Cohen, G.: Child Care Work with Emotionally Disturbed Children. University of Pittsburgh Press, 1981.

Krueger, Mark A.; Intervention Techniques for Child/Youth Care Workers. Tall Publishing Inc., P. O. Box 74, Dousman, Wisconsin 53118.

### PREREQUISITE

Child Care Practice I

METHODOLOGY

Lectures, student presentations, films, tapes, and group discussions will be used.

COURSE REQUIREMENTS

1. Each student or pair of students will be responsible for a chapter summary to be presented orally to the class. The summary should be concise while ensuring that the relevant points are highlighted. Each student or pair of students should also have prepared three to six questions relating to the chapter for discussion purposes. These questions are to be submitted in writing after the presentation is complete. A journal article related to the chapter should also be included in the presentation. This article may concur or dispute points from the chapter. The reference must be written and handed in with the questions submitted. The schedule of presentations will be drawn up in class.
2. A formal essay is required by the first class in December 1989. The length should be eight (8) to ten (10) typewritten pages. The topic will be a discussion of the statement: **"Troubled youths, perception and feeling are often manifest in behaviour patterns which create circular effects."** (Krueger, Page 5) These circular effects manifest themselves in behaviour which impacts on the three broad developmental areas of an adolescent's life; i.e., the emotional, the cognitive, or the physical domains. In general, adolescents may turn in on themselves and develop behavioural problems which are detrimental to themselves or they may act out their difficulties and present with problems which may become detrimental to others. Choose either category of difficulties, with specific reference to the effect this problem has on the physical, emotional, and cognitive development of the adolescent. Possible causes of the difficulty as well as treatment and management issues as they apply to a Child and Youth Worker should also be included.
3. There will be two tests - one at mid-term and one final. Dates to be announced in class.

ADDITIONAL REQUIREMENTS REGARDING ASSIGNMENTS

Assignments must be handed in on time. Emergencies or serious illness are considered the only valid excuses for late assignments; otherwise the grade for the assignment will be adjusted according to the number of days late, to a maximum of three (3) days late.

All tests must be written in ink. Pencil is not acceptable.

EVALUATION/GRADE METHODS

|                                  |            |
|----------------------------------|------------|
| 1. Mid-term Test                 | 25%        |
| 2. Final Test                    | 25%        |
| 3. Oral Presentation             | 15%        |
| 4. Essay                         | 25%        |
| 5. Participation                 | <u>10%</u> |
| (Including in-class assignments) |            |
| TOTAL                            | 100%       |

COLLEGE GRADING SYSTEM

|               |   |            |
|---------------|---|------------|
| 90 - 100      | = | A+         |
| 80 - 89       | = | A          |
| 70 - 79       | = | B          |
| 60 - 69       | = | C          |
| Less than 60% | = | R (Repeat) |

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
CHILD & YOUTH WORKER PROGRAM

**ADDITION TO C.Y.W. PROGRAM POLICIES  
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, \_\_\_\_\_, have read the C.Y.W.

Course Outline for the Course \_\_\_\_\_.

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

ADDENDUM

**To All Students:**

In order to assist you in your attempt to complete your course requirements, any special needs accommodation that you may require should be identified to the instructor. Please identify your concern before the next class and submit a written verification within these first three week.