

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CHILD CARE PRACTICE IV

Code No.: CCW 222-3

Program: CHILD & YOUTH WORKER

Semester: FIVE

Date: SEPTEMBER 1991 Previous date: SEPTEMBER 1990

Author: JEFFREY ARBUS, C.C.W., M.A.

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher

DATE:

June 21/91

Education

Professor: Jeffrey Arbus

Phone: 759-6774

NATURE OF COURSE, OBJECTIVES AND METHODOLOGIES

This course is designed to build upon the student's knowledge of theory and technique in Child and Youth Work. Various therapeutic approaches and philosophies will be examined with emphasis upon application in real-life situations from the student's experiences. Variables affecting treatment and counselling implementation will be identified. The major emphasis will be on an empathic view of the youngster, the family, and the Child and Youth Worker as professional agent of change. Philosophically, the course will emphasize viewing the child/youth in the context of development: physical, psychological, familial, and social.

This course will include a 15-18 hour section on child abuse, with an emphasis on the treatment needs of the abused child.

One goal of the course is to develop in the student an ability to incorporate theory in the design and application of treatment programs with young people. An ability to research materials to support program ideas will be expected. Methods employed include case study and planning, as well as group seminar.

At all times, students will be expected to apply the skills they have previously studied in inter-personal relations, group process, psychological and child/youth work theory, as befits the "senior-level" nature of this course in the C.Y.W. Program. A substantial amount of reading is required. Students are advised to assess their level of commitment at the start of the course, and to discuss with the instructor any doubts they may have. The ability to understand and incorporate a wide variety of views (even conflicting views) will be one demonstration of the student's commitment.

LEARNING RESOURCES

a) Provided by the College: Relevant handouts; films and videos if applicable; the Learning Resources Centre; the resources of the Professor

b) Provided by the Student:

1) Danica, E. (1988). Don't: A woman's word.
Charlottetown, P.E.I.: Gynergy.

- 2) Kempe, R. and Kempe, C. H. (1978) "Child Abuse". Cambridge, Mass.; Harvard University Press.
- 3) Wells, M. (1990). Canada's law on child sexual abuse. Ottawa: Ministry of Supply and Services
- 4) Thompson, C. and Rudolph, L. (1988). Counselling Children. Pacific Grove, Calif.: Brooks-Cole.

c) On Reserve in the Learning Resource Centre (Library):

Articles:

- 1) DeYoung, M. "A conceptual model for judging the truthfulness of a young child's allegation of sexual abuse". Journal of American Ortho. Association, 1986 (October).
- 2) Finkelhor, D. "The traumatic impact of child sexual abuse: A conceptualization." Journal of American Ortho. Association, 55(4), 1985 (October).
- 3) Forward, S. Buck, C. "The Family Crime Nobody Talks About", from the book Betrayal of Innocence, by the authors.
- 4) O'Hara, J. "Young Suicides". MacLean's, 1979 (July 30).
- 5) "Relationship?" From C. R. Rogers and The Characteristics of a Helping Relationship, Personnel and Guidance Journal, 1958.
- 6) Phillips, K. "Aggression and productiveness in emotionally disturbed children in competitive and non-competitive recreation." Child Care Quarterly, 1989, 10(2), 148-156.
- 7) Dawson, Ross. "Father's Anonymous - A Group Treatment Program for Sexual Offenders". Ontario Association for Children's Aid Societies Journal, 26(9), November, 1982.
- 8) Dawson, W. R. and Waldie, Eleanor. "The Placement and Management of the Abused Child". OACAS Journal, November, 1976.
- 9) Kreps, B. "The Case Against Pornography". Homemakers.

- 10) Others as announced by the instructor.

REQUIREMENTS

A. Case Analysis and Program Plan:

There will be one take-home case that will require a clearly written (or typed) analysis and treatment plan. There will be a written critique from a classmate also. A three advance notice will be provided for the case. More details will be provided in class. Length of each report should be approximately 800-1000 words. References are expected, and reporting style must be according to APA format. Reports must be signed, dated, and stapled. Plastic covers may be left at home. Late reports (other than substantiated emergency) will be docked one-half letter grade per day late (ie. overnight). This report must be typed.

- B. Group Seminar - on assigned chapters from the text "Counselling Children". Groups will be responsible for a 30-40 minute summary of the chapter. Creative expression will be positively noted. Further details will be provided in class.

- C. Journal Article Review - Each student is to provide a brief review of two articles from the vertical files or journals on child abuse located in the College L.R.C. The articles chosen must be from journals, or one can be from a journal and one from a magazine. Articles from newspapers are unacceptable for this assignment. Articles chosen must have a published date no earlier than 1986. The summary of the articles should be brief (1-2 pages handwritten, double-spaced). Additionally, a section on "personal impressions" is expected - this must be 1/2 - 1 page for each report. Reports should clearly identify the title, author, source and date of the article, as well as the submission date. All reports are due on October 10, 1991.

- D. Mid-Term Quiz: October 17, 1991

- E. Final Examination: (tentative date December 12, 1991)

F. Participation:

Including punctuality, deportment, attentiveness, commitment, professionalism, and involvement in all class discussions

GRADING FOR THIS COURSE

Journal article review	10%
Group Seminar	15%
Case Analysis and Program Plan	20%
Critique of case	5%
Mid-Term Quiz	15%
Final Exam	25%
Participation	10%
TOTAL	<u>100%</u>

COLLEGE GRADING SYSTEM:

90% - 100%	=	A+
80 - 89	=	A
70 - 79	=	B
60 - 69	=	C
Less than 60	=	R
Incomplete due to extenuating circumstances	=	X

NOTE: Assignment of final grades is the responsibility of the instructor. Assignments will be graded by the letter system and at the end of the course a corresponding percentage will be calculated.

This course outline may be changed as the course progresses. Students will be notified during class time any such changes.

SPECIAL NOTES:

Student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

SAULT COLLEGE

CHILD AND YOUTH WORKER PROGRAM

COURSE: Child Care Practice IV

INSTRUCTOR: Jeffrey Arbus

ASSIGNMENT: Chapter Summary and Mini-Seminar, for the text
"Counseling Children" by Thompson and Rudolph

OBJECTIVE: To provide an introductory overview of various theories and issues in counselling with children and youth.

GUIDELINES:

- assignment to be done in pairs where numbers allow
- time allowed: minimum 40 minutes | including questions
 maximum 60 minutes | and discussion
- both partners must participate equally in all phases - i.e. presentation, discussion, question responses
- to prepare: I suggest both partners read the assigned chapter and then meet for about one (1) hour to plan strategy -- a phone contact prior to the meeting is highly recommended -- highly motivated teams might be able to do all the planning over the phone
- teams are responsible for: a thorough summary of the chapter; ensuring that major concepts are well understood by the audience; elaboration and additional information, example or demonstration; adequate numbers of handouts (handouts are optional)
- teams are reminded to use the chalkboard, overhead as appropriate, and to interact with the audience
- teams are not responsible for "re-telling" the chapter -- it is expected that the audience will have read the chapter before class, and will have prepared questions based on the readings
- the format used for the presentation is left to the partners to determine -- creative and accurate presentations will be viewed favourably
- teams are invited to consult with me if they wish