

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

COURSE OUTLINE

Course Title: CHILD CARE PRACTICE IV

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Code No.: CCW 222-3

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Program: CHILD & YOUTH WORKER

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Semester: FIVE

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Date: SEPTEMBER 1992 Previous date: SEPTEMBER 1991

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

DATE: June 17/92  
 Education



Professor: Jeffrey Arbus

Phone: 759-6774 Ext. 546

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, and on prevention and early detection.

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 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) 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 clear analysis and treatment plan. There will be a written critique from a classmate also. A three-week 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 Project: Each group (to be formed in class) will be assigned on chapter of the text "Counselling Children". The group will be responsible for the presentation and grading of a quiz on the chapter. As well, the group will be responsible for elaborating on the chapter, asking questions of the instructor, and answering questions from the audience (instructor to do basic chapter review). The quiz will be presented before the chapter review. Groups formed and chapters assigned in advance.

- C. Journal Article Review - Each student is to provide a brief review of one article from the vertical files or professional journals (no magazines) on child abuse located in the College L.R.C. Articles from newspapers are unacceptable for this assignment. Outside libraries may be searched as well. Article chosen must have a published date no earlier than 1986. The summary of the article should be brief (1-2 pages handwritten, double-spaced). Additionally, a section on "personal impressions" is expected - this must be 1/2 - 1 page. 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 7, 1992, at the instructor's office.

- D. Mid-Term Quiz: October 21, 1992

- E. Final Examination: (tentative date December 16, 1992)

F. Participation:

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

GRADING FOR THIS COURSE

Journal article review	10%
Group Project	10%
Total of all quizzes	10%
Case Analysis and Program Plan	20%
Critique of case	5%
Mid-Term Quiz	15%
Final Exam	20%
Participation	10%
TOTAL	100%

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 of 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.