

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Child Care Practice IV

CODE NO.: CCW 222-3

SEMESTER: Five

PROGRAM: Child and Youth Worker

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DATE: September 1993

PREVIOUS OUTLINE: Sept. 1992

NEW:   X  

REVISED:       

APPROVED: Kitty DeRosario  
Kitty DeRosario, Dean  
School of Human Sciences and  
Teacher Education

Aug 30/93  
Date



## PHILOSOPHY

This course will build upon the student's knowledge of theory and technique in Child and Youth Work. A variety of therapeutic approaches and philosophies will be studied with an emphasis upon understanding the processes involved and application in situations drawn from life experiences. Techniques affecting treatment and counselling application will be identified with the major focus being an empathic perspective of the youth, the family and societal implications. As a professional agent of change, the Child and Youth Worker must be able to demonstrate his/her knowledge and understanding of youth within the context of development: physical, psychological, familial and social.

Students are expected to consistently apply the skills previously studied, as befits the 'senior-level' nature of this course.

## STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. incorporate theory in the design and application of treatment programs with children/youth
2. demonstrate his/her understanding and background knowledge in regards to abuse and neglect issues resulting in a working definition of child abuse.
3. understand the statistics which estimate the incidence of abuse within society and appreciate the current laws governing reporting procedures.
4. recognize the major causal factors of abuse/neglect and formulate treatment plans in response to various scenarios/case studies.
5. recognize indicators of abuse/neglect and demonstrate in writing, critical information for thorough, knowledgeable identification.
6. employ interviewing techniques and apply these appropriately with the parent(s) and child.
7. collect and record pertinent information about children and their families when an abusive situation is suspected as well as reporting procedures.
8. assume responsibility for the treatment and prevention of abuse and neglect as a Child and Youth Worker professional.
9. understand abuse in institutional settings as well as apply preventative action to decrease/stop occurrences.
10. understand the issues of Wife Assault and recognize the impact for children who witness violent acts like these.
11. demonstrate knowledge of elder abuse and present information on assigned topic within a group format.

## TOPICS TO BE COVERED

1. Theory, Design and Application of Treatment Methodology
2. Background Knowledge of Abuse
3. Estimating the Incidence of Abuse in Society
4. Causal Factors in Abuse
5. Identification of Abuse and Neglect
6. Interviewing Techniques
7. Documenting and Reprinting of Abuse and Neglect
8. Treatment and Prevention of Abuse; The Child & Youth Worker's Professional Role
9. Abuse in Institutional Settings
10. Wife Assault and the Effects on Children Who Witness
11. Elder Abuse and Class Presentations

## LEARNING ACTIVITIES

## REQUIRED RESOURCES

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1.0	<b>Theory, Design and Application of Treatment Methodology</b> Upon successful completion of this module the student will be able to:	
1.1	identify established counselling processes	<b>Text:</b> Counselling Children (3rd Edition) Chapter 1 & 2
1.2	classify counselling theories	<b>Activities:</b> Read, role-play, interview/counselling session
1.3	demonstrate interviewing/counselling techniques	<b>Assignment:</b> Case Study, Treatment Plan
1.4	Prepare a treatment plan in response to a given case study	
2.0	<b>Background Knowledge of Abuse</b> Upon successful completion of this module the student will be able to:	
2.1	express his/her feelings about abuse.	<b>Text:</b> Counselling Children (3rd edition) Chapter 3 & 4
2.2	indicate modes of conflict resolution prevalent in personal history.	<b>Activities:</b> discussion of readings, provided handouts, role-play
2.3	develop an appreciation for the multiple levels on which child abuse may occur	
2.4	define abuse/neglect as it applies to children, youth, adults and the elderly	<b>Assignment:</b> Define abuse/neglect as it applies to children, youth, adult women and the elderly
2.5	understand and apply Reality Therapy and Person Centered theories and counselling methods to children/youth	Complete questionnaire #1

## LEARNING ACTIVITIES

## REQUIRED RESOURCES

- 3.0 Estimating the Incidence of Abuse in Society**  
Upon successful completion of this module the student will be able to:
- 3.1 understand the problems involved in estimating the "true" incidence of child abuse
- 3.2 meaningfully interpret current official figures & estimates based on the Ontario Central Registry
- 3.3 appreciate and be aware of current laws governing reporting of suspected abuse and understand the effect of reporting laws and other factors which influence report statistics.
- 3.4 examine factors that may lead to under reporting and actions to be initiated to encourage responsible reporting
- 3.5 understand and apply Gestalt, Rational Emotive and Cognitive Behavioural Counselling theories and therapies
- 4.0 Causal Factors in Abuse**  
Upon successful completion of this module the student will be able to:
- 4.1 identify major sets of variables or causes that have been causes of abuse
- 4.2 discuss and give examples of psychological and personality factors, child-related risk factors, dynamics of parent-child interaction, familial/environment stressors, cultural/subcultural values
- 4.3 identify multiple causal factors when presented with a case study
- 4.4 appreciate and utilize the different causal factors/patterns as related to treatment strategies and preventative programs
- 4.5 understand and apply Behavioural and Psychodynamic counselling therapies and theories
- 5.0 Identification of Abuse/Neglect**  
Upon successful completion of this module the student will be able to:
- 5.1 recognize indicators of abuse; physical, emotional, sexual, neglect
- 5.2 supply critical information for thorough/knowledgable identification
- 5.3 provide specific physical and behavioural indicators of abuse/neglect
- 5.4 employ and demonstrate Transactional Analysis therapies and individual psychology theories
- Text:** Counselling Children (3rd edition) Chapter 5 & 6  
**Activities:** discussion of assigned readings  
review of provided handouts  
role-play counselling skills
- Assignment:** Research current statistics using the five W and H method.  
Complete questionnaire #2
- Text:** Counselling Children (3rd edition) Chapter 7 & 8  
**Activities:** discussion of readings, handouts  
role-play
- Assignment:** Case study; identify multiple causal factors, present counselling methodology appropriate to assigned chapters
- Text:** Counselling Children (3rd edition) Chapter 9 & 10  
**Activities:** discussion of readings, handouts  
role-play
- Assignment:** Complete assigned questionnaire #3

**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

<b>6.0</b>	<b>Interviewing Techniques</b> Upon successful completion of this module the student will be able	<b>Text:</b> Counselling Children (3rd edition) Chapter 11 & 12 <b>Activities:</b> discussion of assigned readings and handouts
<b>6.1</b>	demonstrate interviewing style with parent(s), children, caretaker(s)	Role play
<b>6.2</b>	indicate when such an interview should occur	<b>Assignment:</b> Questionnaire #4
<b>6.3</b>	identify non-threatening verbal/non-verbal interview skills	
<b>6.4</b>	distinguish important questions to ask when trying to obtain information	
<b>6.5</b>	demonstrate counselling methods in Family Therapy as well as understand consultation techniques	
<b>7.0</b>	<b>Documenting and Reporting of Abuse and Neglect</b> Upon successful completion of this module the student will be able to:	
<b>7.1</b>	collect and record pertinent information in regards to children, families, caretakers suspected of abuse	<b>Text:</b> Counselling Children (3rd edition) Chapter 13 & 14 <b>Activities:</b> discussion of chapters and handouts Role-play
<b>7.2</b>	identify proper reporting procedures according to legislation	
<b>7.3</b>	explain the difference between group counselling and individual counselling and the demands each places on the Child and Youth Worker professional	
<b>7.4</b>	acknowledge the value of standard reporting procedures	Film
<b>7.5</b>	state his/her legal responsibility to report suspicions and actual observations of child abuse	
<b>7.6</b>	demonstrate knowledge of counselling children with special concerns	<b>Assignment:</b> complete questionnaire #5
<b>8.0</b>	<b>Treatment and Prevention of Abuse; The Child and Youth Worker's Professional Role</b> Upon successful completion of this module the student will be able to:	
<b>8.1</b>	understand the implications of counselling with exceptional children	<b>Text:</b> Counselling Children (3rd edition) Chapter 15 and 16 <b>Text:</b> A Handbook for the Prevention of Family Violence Chapter 1 <b>Activities:</b> discussion of assigned readings and handouts
<b>8.2</b>	define the differences among ethical, professional and legal issues in counselling	Role-play
<b>8.3</b>	define and give examples of primary prevention, secondary prevention and tertiary prevention.	Film(s) Guest Speaker(s)
<b>8.4</b>	state the major goals of treatment approaches	
<b>8.5</b>	list major responsibilities of CAS's as mandated by law	<b>Assignment:</b> Complete questionnaire #6
<b>8.6</b>	identify problems local CAS face in their intervention efforts	
<b>8.7</b>	list five agencies/resources available in Sault Ste. Marie for treatment and prevention efforts	
<b>8.8</b>	explore interagency cooperation issues	
<b>8.9</b>	recognize five characteristics of abused children	

**LEARNING ACTIVITIES (cont'd)**

**REQUIRED RESOURCES**

8.10 identify three treatment approaches designed for abused children

**9.0 Abuse in Institutional Settings**

Upon successful completion of this module the student will be able to:

- 9.1 understand abuse in institutional settings and provide a definition
- 9.2 apply preventative action to prevent/decrease abuse
- 9.3 list major causes of institutional abuse
- 9.4 summarize issues/causes surrounding dating violence
- 9.5 identify risk factors for youth in regards to dating violence

**Text:** A Handbook for the Prevention of Family Violence Chapter 2

**Activities:** discussion of readings and handouts  
Film  
Role-play

**Assignment:** Complete questionnaire #7

**10.0 Wife Assault and the Effects on Children Who Witness**

Upon successful completion of this module the student will be able to:

- 10.1 recognize and understand the varying terms used to describe wife assault
- 10.2 define wife assault fully and completely
- 10.3 list the main points that highlight the magnitude of this problem
- 10.4 differentiate between facts and myths re: wife assault
- 10.5 understand current theories that explain this phenomenon
- 10.6 recognize common characteristics of men who assault
- 10.7 explain the cycle of violence

**Text:** A Handbook for the Prevention of Family Violence

**Activities:** discussion of readings & handouts  
Film

**Assignment:** Designate groups to prepare theory presentations

10.8 present intervention and treatment methodologies to address this issue

10.9 identify the effects on children who witness wife assault

10.10 list the characteristics of violent marriages and families

10.11 understand and state observable behaviours that may be seen in pre-schoolers, school-aged and adolescent children

10.12 demonstrate intervention techniques to ensure safety of children, mom

10.13 discuss preventative programs that would address these issues

**11.0 Elder Abuse**

Upon successful completion of this module the student will be able to:

11.1 define and recognize indicators of abuse

## LEARNING ACTIVITIES (cont'd)

- 11.2 understand theories regarding elder abuse
- 11.3 determine common characteristics of the victim and the abuses
- 11.4 identify intervention techniques and therapies
- 11.5 give examples of preventative measures that could be implemented
- 11.6 state the laws dealing with protection of adults and their property
  
- 11.7 role of the school and family violence in literature (presentations) (group A & B)
- 11.8 media violence & children and from family peace to world peace – making the connection (presentations (group C & D)

## REQUIRED RESOURCES

**Text:** A Handbook for the Prevention of Family Violence Chapter 5

**Activities:** discussion of chapter & handouts  
Guest Speaker(s)  
Films

**Assignment:** to be arranged  
(a) group presentations on Chapter 6,7,8 & 9

## METHODS OF EVALUATION

A final grade will be derived from the following:

Journal Article Review	15%
Group Presentation	10%
Seven Quizzes	30%
Case Study & Program Plan	20%
Final Exam	20%
Participation (attendance/punctuality)	5%
Total	100%

**Journal Article Review:** Each student will 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 **will not** be accepted. Outside libraries may be searched as well. Article chosen must have a published date no earlier than 1986. The summary of the article is to be brief (1-2 pages, handwritten, double-spaced). Additionally, one half of the paper must include personal impressions. Reports should clearly identify the title, author, source, date of article and submission date in A.P.A. style. All reports are due on Oct. 19, 1993.

**Group Presentation:** Each group (to be formed in class) will be assigned a chapter of the text A Handbook for the Prevention of Family Violence. 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 assigned, answering questions of the instructor and class. The quiz may be presented at the group's discretion during their time slot. Groups will be formed and chapters assigned in advance.

**Seven Quizzes:** Each quiz will be on material covered up to and including the given date. No make-up quizzes will be permitted. Dates of quizzes to be arranged.

**Case Study 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 (details to follow). Length of each report should be 800 – 1000 words. References are expected and reporting style **must** be APA format. Reports must be signed, dated and stapled (no plastic covers please). This report **must** be typed.

**Final Exam: December 15, 1993 (tentative)**

Students are required to complete all assignments, quizzes and reports on time. Lates (other than substantiated emergencies) will be docked **5 marks per day late** (i.e. overnight).

### REQUIRED STUDENT 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. The Community Child Abuse Council of Hamilton-Wentworth (1990). A Handbook for the Prevention of Family Violence (Child Abuse, Wife Assault and Elder Abuse). Seldon Printing Ltd. Hamilton, Ontario
  3. Thompson, C. and Rudolph, L. (1988). Counselling Children. Pacific Grove, California: 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.



Articles on reserve (cont'd)

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". OCAS Journal, November, 1976.
9. Kreps, B. "The Case Against Pornography". Homemakers.

**COLLEGE GRADING POLICY**

90 - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
BELOW 60%	=	R

**SPECIAL NOTE**

Students 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.

