

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: V

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald, CCW, BA

DATE: September 1994

PREVIOUS OUTLINE: Sept. 1993

NEW: \_\_\_\_\_

REVISED:   X  

APPROVED:

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

Date

Aug. 4/94

\* NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

## PHILOSOPHY/GOALS

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. discuss the statistics which estimate the incidence of abuse within society and 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
6. demonstrate interviewing techniques appropriate to parent(s) and children respectively
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. describe abuse in institutional settings and suggest preventative action to decrease/stop occurrences.
10. recognize and articulate issues of Wife Assault and the impact for children who witness violent acts like these.
11. demonstrate knowledge of elder abuse
12. present information on assigned topics within a group format

## TOPICS TO BE COVERED

1. Theories and Techniques for Counselling Children
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 Reporting 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

## LEARNING ACTIVITIES

- 1.0 Theory and Techniques for Counselling Children**  
Upon successful completion of this module the student will be able to:
- 1.1 identify established counselling processes
  - 1.2 classify counselling theories
  - 1.3 demonstrate interviewing/counselling techniques
  - 1.4 Prepare a treatment plan in response to a given case study
- 2.0 Background Knowledge of Abuse**  
Upon successful completion of this module the student will be able to:
- 2.1 express his/her feelings about abuse.
  - 2.2 indicate modes of conflict resolution prevalent in personal history.
  - 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
  - 2.5 articulate the principles of Reality Therapy and Person Centered theories and counselling methods as they apply to children and youth

## REQUIRED RESOURCES

**Text:** Counselling Children (3rd Edition) Chapter 1 & 2  
**Activities:** Read, role-play, interview/counselling session  
**Assignment:** Case Study, Treatment Plan

**Text:** A Handbook for the Prevention of Family Violence Chpt. 1

**Text:** Counselling Children (3rd edition) Chapter 3 & 4  
**Activities:** discussion of readings, role-play

**Assignment:** Define abuse/neglect as it applies to children, youth, adult women and the elderly

## LEARNING ACTIVITIES

- 3.0 Estimating the Incidence of Abuse in Society**  
Upon successful completion of this module the student will be able to:
- 3.1 identify 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 articulate the principles of 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 identify the different causal factors/patterns as related to treatment strategies and preventative programs
  - 4.5 articulate the principles of 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

## REQUIRED RESOURCES

**Text:** A Handbook for the Prevention of Family Violence, Chpt. 2

**Text:** Counselling Children (3rd edition) Chapter 5 & 6  
**Activities:** discussion of assigned readings

**Text:** Counselling Children (3rd edition) Chapter 7 & 8  
**Activities:** discussion of readings, handouts role-play

**Assignment:** Case study; identify multiple causal factors

**Text:** A Handbook for the Prevention of Family Violence Chpt. 4

**Text:** Counselling Children (3rd edition) Chapter 9 & 10  
**Activities:** discussion of readings, role-play

## LEARNING ACTIVITIES

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

## REQUIRED RESOURCES

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

**Text:** Counselling Children (3rd edition) Chapter 11 & 12  
**Activities:** discussion of assigned readings

Role play

**Text:** A Handbook for the Prevention of Family Violence  
Chpt. 6

**Text:** Counselling Children (3rd edition) Chapter 13 & 14  
**Activities:** discussion of chapters

Role-play

**Film**

**Text:** A Handbook for the Prevention of Family Violence  
Chapt. 7

**Text:** Counselling Children (3rd edition) Chapter 15 and 16

**Activities:** discussion of assigned readings

Role-play

**Film(s)**  
**Guest Speaker(s)**

### LEARNING ACTIVITIES (cont'd)

- 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 define abuse in institutional settings
  - 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

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 describe current theories that explain this phenomenon
- 10.6 recognize common characteristics of men who assault
- 10.7 explain the cycle of violence
- 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 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

### REQUIRED RESOURCES

**Text:** A Handbook for the Prevention of Family Violence Chapter 8

**Activities:** discussion of readings

**Film**  
Role-play

**Text:** A Handbook for the Prevention of Family Violence Chpt. 9

**Activities:** discussion of readings & handouts

**Film**

**Assignment:** Case Study

### LEARNING ACTIVITIES (cont'd)

- 11.2 explain 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

### REQUIRED RESOURCES

Guest Speaker(s)

Films

Assignment: Case Study

### METHODS OF EVALUATION

A final grade will be derived from the following:

Journal Article Review	10%
Group Presentation	20%
Treatment Plan	20%
Reaction Paper	10%
Final Exam	20%
Participation (attendance/punctuality)	20%
Total	<u>100%</u>

**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 \_\_\_\_\_.

**Group Presentation:** Each group (to be formed in class) will be assigned a chapter of the text *Counselling Children*. The group will be responsible for elaborating on the chapter assigned, answering questions of the instructor and class.

**Case Study and Treatment Plan:** There will be one take-home case that will require a clear analysis and treatment plan. 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.

**Reaction Paper:** Each student will prepare a brief reaction paper to the text: "Don't: A Woman's Word"

**Final Exam:** \_\_\_\_\_

Students are required to complete all assignments, 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. Suggested Reading:

#### 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.



- c. Suggested Reading cont.
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.

### 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.