SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Child Care Practice III

CODE NO.:   CCW 312   **SEMESTER:** V

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald, CCW, MA

DATE: September 1995   **PREVIOUS OUTLINE:** Sept. 1994

NEW: _____   **REVISED:** __X__

APPROVED: _K. DeRosario_   _aug 11/95_
          Kitty DeRosario, Dean   Date
          School of Human Sciences and
          Teacher Education

**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.   identify established counselling processes as they relate to children/youth

2.   classify various counselling theories and techniques using procedures and terminology appropriate to the role of the professional child and youth worker

3.   articulate the principles of various counselling theories and techniques as they apply to children and youth

4.   demonstrate methods and techniques drawn from a variety of counselling theories

5.   compare and contrast various counselling theories and techniques for the purpose of selecting appropriate counselling strategies for particular clients and client groups

TOPICS TO BE COVERED

1.   The Counselling Process
2.   Reality Therapy
3.   Person-Centered Counselling
4.   Gestalt Therapy
5.   Rational-Emotive Therapy and Cognitive-Behaviour Therapy
6.   Behavioural Counselling
7.   Psychodynamic Counselling
8.   Transactional Analysis
9.   Individual Psychology
10. Family Therapy
11. Group Counselling With Children
12. Counselling Children With Special Concerns
13. Counselling With Exceptional Children
14. Legal and Ethical Considerations for Counsellors
15. Session Planning Techniques

LEARNING ACTIVITIES

1.0 The Counselling Process
Upon successful completion of this module the student will be able to:

1.1 identify established counselling processes
1.2 describe a method for classifying counselling theories
1.3 comment upon the relative effectiveness of various approaches

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

2.1 identify the founder of Reality Therapy
2.2 articulate its principles and methodology
2.3 apply techniques drawn from its theoretical base

3.0 Person–centered Counselling
Upon successful completion of this module the student will be able to:

3.1 identify the founder of person–centered Counselling
3.2 articulate its principles and methodology
3.3 apply techniques drawn from its theoretical base

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

4.1 identify the founder of Gestalt Therapy
4.2 articulate its principles and methodology
4.3 apply techniques drawn from its theoretical base

5.0 Rational–Emotive Therapy and Cognitive Behaviour Therapy
Upon successful completion of this module the student will be able to:

5.1 identify the founder of Rational–Emotive Therapy and Cognitive Behaviour Therapy
5.2 articulate its principles and methodology
5.3 apply techniques drawn from its theoretical base

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

6.1 identify the founder of Behavioural Counselling
6.2 articulate its principles and methodology
6.3 apply techniques drawn from its theoretical base

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

7.1 identify the founder of Psychodynamic Counselling
7.2 articulate its principles and methodology
7.3 apply techniques drawn from its theoretical base

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

8.1   identify the founder of Transactional Analysis
8.2   articulate its principles and methodology
8.3   apply techniques drawn from its theoretical base

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

9.1   identify the founder of Individual Psychology
9.2   articulate its principles and methodology
9.3   apply techniques drawn from its theoretical base

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

10.1   identify the founder of Family Therapy
10.2   articulate its principles and methodology
10.3   apply techniques drawn from its theoretical base

11.0 Group Counselling with Children
Upon successful completion of this module the student will be able to:

11.1   describe various types of group counselling
11.2   describe its principles and methodology
11.3   apply techniques drawn from group counselling theory

12.0 Counselling Children with Special Concerns
Upon successful completion of this module the student will be able to:

12.1   describe a variety of issues which are of concern to children
12.2   identify recommended counselling techniques for dealing with identified issues
12.3   apply strategies appropriate to the needs of children with special concerns

13.0 Counselling with Exceptional Children
Upon successful completion of this module the student will be able to:

13.1   identify various methods for counselling exceptional children and their caregivers
13.2   identify categories of exceptionalities
13.3   apply strategies appropriate to the needs of exceptional children and their caregivers

14.0 Legal and Ethical Considerations for Counsellors
Upon successful completion of this module the student will be able to:

14.1   describe and discuss issues of privacy, confidentiality and privileged communication
14.2   evaluate their own ethical behaviour

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

15.1   plan and implement a group session
15.2   provide written documentation in support of same

REQUIRED RESOURCES

Text: Counselling Children (3rd Edition)
         Thompson, C. and L. Rudolph
         Pacific Grove, California: Brooks-Cole (1968)

METHODS OF EVALUATION

Group presentation re: counselling theories	20%
Group session presentation	20%
Mid-term examination	20%
Final examination	20%
Attendance/participation	20%

1. There will be a group presentation re: counselling theories: Each group will be assigned a chapter of the text. The group will be responsible for elaborating on the chapter assigned, answering questions of the instructor and class, and providing a demonstration of methodology related to the topic area. One hour will be allotted for each presentation. No written submission will be required. Groups and dates to be assigned in class.

2. Group session presentation: In groups of 2 or 3, students will lead a 50 minute group session on one of the following topics: anger management, stress management, problem solving skills, interpersonal skills training or a special topic to be cleared with the instructor beforehand (i.e. parenting skills for teenage fathers). Each session will be conducted with 10 "adolescent clients" drawn from the classroom and will be evaluated by the instructor and the remainder of the class in accordance with an evaluation sheet to be provided.

    Sessions must be written up including the following: clear objectives, an agenda and a full description of the various activities/exercises to be included (one write up per group). Each session must include introductions, warm-ups, information sharing (theory), experiential learning activities and a conclusion. The expectation is that all members of the group will participate. Groups and dates to be assigned in class.

3. There will be a mid-term examination of text material. Exact date to be announced in class.

4. There will be a final examination of text material. Exact date to be announce in class.

GRADING POLICY

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