

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: CHILD CARE METHODOLOGY III

CODE NO.: CCW312 SEMESTER: FIVE

PROGRAM: CHILD AND YOUTH WORKER

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PROFESSOR: MARY RITZA

DATE: SEPT.97 PREVIOUS OUTLINE DATED: SEPT.96

APPROVED: *Rose*
for Dean, Human Sciences and
Teacher Education

June 16/97
Date

TOTAL CREDITS: 3

LENGTH OF COURSE: 16 WKS

PREREQUISITE: CCW228

TOTAL CREDIT HOURS: 48

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

**CCW312
CHILD CARE METHODOLOGY III**

I. COURSE DESCRIPTION

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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. **Foster and utilize therapeutic environments which respect culture and which promote overall well-being and facilitate positive change for children, youths, and their families.**

Potential Elements of the Performance:

- . identify established counselling processes as they relate to children/youth/families
- . demonstrate respect and genuineness in the simulated sessions

2. **Design and implement strategies which promote the overall well-being of the client and facilitate positive change for children, youths, and their families.**

Potential Elements of the Performance:

- . classify various counselling theories and techniques using procedures and terminology appropriate to the role of the professional child and youth worker
- . demonstrate methods and techniques drawn from a variety of counselling theories
- . select techniques and strategies appropriate to the needs of the client and/or family

3. **Communicate effectively in oral, written and nonverbal forms to enhance the quality of service**

Potential Elements of the Performance:

- . compare and contrast the various counselling theories and techniques for the purpose of selecting appropriate counselling strategies for particular clients and client groups
- . articulate the principles of various counselling theories and techniques as they apply to children and youth

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III. TOPICS:

1. The Counselling Process
2. Counselling Theories, including, but not limited to: Reality, Person-Centred, Gestalt, RET and Cognitive-Behaviour, Behavioural, Psychodynamic, and Transactional.
3. Application of these models to the following: individuals, family, groups of children or youth, children or with special concerns or exceptionalities.
4. Legal and Ethical Considerations for Counsellors.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text: COUNSELING CHILDREN (Fourth Edition), Thompson, C., and Rudolph, L, Pacific Grove, California: Brooks-Cole. 1996.

V. EVALUATION PROCESS/GRADING SYSTEM

1. Group Presentation re: Application and demonstration of Counselling technique as it relates to a particular theoretical perspective 20%
 2. Treatment Plan 20%
 3. Mid-Term Examination 20%
 4. Final Examination 20%
 5. Attendance/participation 20%
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1. There will be a group presentation in the final hour of scheduled class time. Each group of students will choose from the assigned range of counselling theories and complete the following tasks:
 - 1) Introduce the demonstration as it applies to the theory: 5-10 minutes in length.
 - 2) Demonstrate a particular application to the class in a role-play of at least 20 minutes and no more than 30 minutes. The role play should be applied to a real-life practical situation if possible. Each student in the group is required to be an active participant in the demonstration. The text examples can be used to assist you in developing a scenario but should not be used as written.
 - 3) The student group will then be prepared to lead a brief discussion (10 minutes max) re: their experiential learning and to allow others in the class to give feedback and share their observations.

No written submissions will be required. Groups and dates to be assigned in class.

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2. A treatment plan will be submitted by each student - using a real or simulated case. This plan will incorporate a thorough assessment, problem statement(s), goal statement(s), and appropriate interventions identified. Barriers to treatment need to be stated with strategies presented to overcome these barriers. The interventions identified need to be based on the theoretical models studied and rationale for each intervention clearly stated.. Treatment plan should be typed and submitted three weeks before the final class. Date to be announced in class.
3. There will be a mid-term and a final examination of text material. Dates to be announced in class.
4. Attendance and supportive involvement are professional expectations.

VI. COLLEGE GRADING POLICY

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

VII. SPECIAL NOTES

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

VIII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.