

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Child Care Methodology III
CODE NO. : CCW3120 **SEMESTER:** 5
PROGRAM: Child and Youth Worker
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DATE: Sept/2002 **PREVIOUS OUTLINE DATED:** Sept/01

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): CCW2280
HOURS/WEEK: 3

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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 applications 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

III. TOPICS:

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

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% |

NOTE: Tests and group presentations need to be done on the assigned day. If a student misses a presentation date, there will be no opportunity to present on an alternate date. Tests may be **ONLY** be rescheduled with instructor's permission **PRIOR** to the date of the test. If you arrive late for a test, you may enter the classroom and begin to write the test, provided no one has left the classroom.

1. Group Presentation: Each group of students will choose from the assigned range of counselling theories and complete the following tasks:
 - 1) Provide a theoretical overview of the theory being presented (20-25 minutes in length) using material from the textbook and at least one other source.
 - 2) Demonstrate one or two particular applications or techniques to the class, and lead a practice exercise. The purpose of this experiential learning segment is twofold: the student audience will have an opportunity to gain personal experience in the application of various techniques, and the presenters will have an opportunity to practice their teaching and leadership skills. (a minimum of 20 to 30 min. – if more time is required, please discuss with the instructor prior to the presentation date so that arrangements can be made)
 - 3) The student group will then lead a debriefing, respond to questions and request feedback regarding their presentation (5 to 10 minutes).

A list of references must be submitted on the date of the presentation. No other written submissions will be required. Groups and dates to be assigned in class.

Group Presentation Marking Scheme

Overview of theory:

Content: Include a brief summary of the theory, using both professional and client-centred language (i.e. so terms can be understood by most clients, e.g. approx. age 12). Include in your presentation a brief history, overview, explanation of the techniques (be brief here) and most relevant applications of the theory i.e. to individuals, groups, families, special circumstances etc. /6

Style: Language usage, including proper grammar and pronunciation. Clear, logical, audible, with appropriate visual aids to support presentation /4

Demonstration: Creative (i.e. not from the text), realistic and of sufficient length in order that the application is thorough and technique is clearly demonstrated. Strengths and limitations of the technique as applied to the situation should be discussed after the presentation, but demonstrated as well. Involvement of all group members is expected. /6

Debriefing: Prepare at least 3 discussion questions and respond to questions from your classmates. Request feedback and respond accordingly. /4

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. (See attached outline and grading criteria)
3. There will be a mid-term and a final examination of text material. Dates to be announced in class.

NOTE: Tests will be written as scheduled – time (allotted in class) and date. If a student arrives late for a test, they may enter the testing room, provided no student has left the room after completion of the test. It is the student’s responsibility to be punctual. There will be no opportunity to write missed tests. There will be no “make-up” tests or assignments.

4. Attendance and supportive involvement are professional expectations.

COLLEGE GRADING POLICY

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

TREATMENT PLAN OUTLINE - CCM3

You may choose an actual case subject from your fieldwork experiences (being attentive, as always, to the issue of confidentiality). For those of you who have minimal client contact, you may interview a volunteer who is willing to share information, anonymously, as was done for your counselling tapes. If you are unable to find a client or a volunteer, you may draw from other sources, although a “real” case is likely to provide the most meaningful learning experience.

FORMAT

1. **Background information:** Provide pertinent information relating to the youth and his/her family, including information regarding their community context (“community” may refer to cultural, sub-cultural, religious or ethnic communities, as well as geographic locations and/or institutional settings).
2. **Developmental Perspective:** Use the factor table to assess areas of strength and weakness. Summarize your findings in paragraph form and attach the completed factor table to your treatment plan. (Be certain to include strengths in the summary).
3. **Problem Statements:** Develop several clear statements, which define the problems and barriers, broken down into specific workable areas.
4. **Goal Statements:** Based on your definition of the problems and barriers, establish short term and long term goals which build on the existing strengths and take barriers into account.
5. **Methodologies/Strategies:** Outline methods devised for achieving both short term and long terms goals. Be clear and SPECIFIC (who, what, when, where and how). Be realistic and stay within the confines of the community. Out of town referrals can only be included if warranted by the nature of the problem, and again, must be realistic and accessible. Include time frames. Counselling and treatment interventions need to be supported with theory and methodologies from the course and text material.
6. **Evaluation:** Identify an evaluation process to measure the success of your treatment intervention.

Treatment Plan Marking Scheme - CCM3
(drawn directly from outline)

Student: _____

Case:

Relevant and realistic to our course/profession _____
Sufficient detail as per outline criteria _____
Well summarized and clear _____

Factor table:

Well-completed and attached _____

Developmental Perspective:

Summary of Strengths and Needs _____

Problem Statements:

Clear statements that define problems/barriers _____
Problems/barriers broken down into workable areas _____

Short & Long Term Goal Statements:

Clear statements about what you intend
client to achieve/gain in specified time frames _____
Goals based on defined problems and barriers _____
Short term and Long term goals differentiated _____
Goals build on existing strengths as
well as weaknesses _____

Methodologies/Strategies:

Methods identified for achieving short-term goals _____
Methods identified for achieving long-term goals _____
Methods are clear and SPECIFIC _____
Methods are realistic for Sault Ste. Marie _____
Methods include time frames _____
Methods supported by theory _____

Evaluation:

Methods and processes for evaluating effectiveness of
treatment are realistic and clearly defined _____

Overall style and clarity of treatment plan _____
Creativity and/or insightfulness _____

Mark out of 20 _____