



## I. COURSE DESCRIPTION:

This course will build upon the students' 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 applications to situations drawn from practical and clinical experiences. Techniques affecting treatment and counselling applications will be identified with the major focus being an empathic perspective of the youth, the family, community 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 & The World of the Child
2. Counselling Theories may include (but not limited to) the following: Reality Therapy, Brief Counselling (Solution Focused), Gestalt, RET and Cognitive-Behavioural, Behavioural, Psychodynamic, Individual Psychology, Play Therapy and “specialized” applications.
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. (2007). Counseling Children, seventh edition, 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 may be no opportunity to present on an alternate date. Students are expected to communicate with their professor in a professional manner regarding any difficulties that may arise in this regard.

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.

**Outline of Group Presentation:**

1. Group Presentation: Each group of students will choose from the assigned range of counselling theories and complete the following tasks:
  - 1) *Choose* one or two applications or techniques relating to the theory assigned. Time allotted for the demonstration is **35 – 45** minutes. Include a brief introduction to your presentation, using both professional and client-centred language (i.e. in order that terms can be understood by most clients). Explain the techniques and their most relevant applications to individuals, groups, families, special circumstances etc.
  - 2) *Style*: Language usage, including proper grammar and pronunciation will be evaluated. Clear, logical, audible with appropriate visual aids to support presentation will be assessed. Appropriate professional appearance and manner are expected.
  - 3) *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 therapeutic and leadership skills. Examples of demos may include: individual and/or group sessions, designing a therapeutic activity and/or aid, prevention, intervention or outreach plans, etc.

The demonstration is expected to be creative (i.e. *not* from the text), realistic and of sufficient length in order that the application is thorough and the technique is clearly demonstrated. Strengths and limitations of the technique as applied to the demonstration should be discussed after the presentation. Involvement of all group members is expected.
  - 4) The student group will then lead a *debriefing*, respond to questions and have prepared at least three questions to stimulate discussion – if necessary. (15 to 20 minutes). Discussion should be respectful and inclusive. (After the presentation, professor will spend some time in summarizing and providing additional information and/or application information as time and requirements permit.)
  - 5) A brief *write-up* will include a title page with topic, names of presenters, course name and date; a description of your plan and its therapeutic value as well as three references to support your theoretical application. Any pertinent discussion questions should also be included as well as an evaluation of the process. This write-up must be submitted on the date of the presentation. Groups and dates will be assigned in class.
  - 6) Marking scheme will be handed out in class, along with the course agenda.

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 or methodologies 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.**

4. Attendance and supportive involvement are professional expectations.
5. As per Sault College Student Code of Conduct, section 31, use of electronic devices is limited. It is the responsibility of the student to comply with this policy.

### COLLEGE GRADING POLICY

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

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. <i>(See Policies &amp; Procedures Manual – Deferred Grades and Make-up). (See also CYW Policies re: X grade documentation.)</i>	

NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), visit the Special Needs Office – Room or call Extension 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss with your professor accommodations required to enable you to meet the course competencies.

### 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.

Communication: The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

### 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. Cases from previous courses, such as Youth in Conflict with the Law, may *not* be used.

### 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 can also be creative but **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 (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 Statements of Strengths & 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 : (ALL methods from theories & applications from CCM3)

Methods identified for achieving short-term goals \_\_\_\_\_  
Methods identified for achieving long-term goals \_\_\_\_\_  
Methods are clear and SPECIFIC \_\_\_\_\_  
Methods include time frames & application to local resources - role of CYW included \_\_\_\_\_  
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 \_\_\_\_\_