

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: CHILD CARE METHODS I

CODE NO. : CCW 129

SEMESTER: 2 – 2002 W

PROGRAM: CHILD AND YOUTH WORKER

AUTHOR: MICHAEL MCFARLING MA, CCW, CYC (Cert.)

DATE: JAN/2002

PREVIOUS OUTLINE DATED: JAN/2001

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE NONE

LENGTH OF COURSE: 15 WEEKS
3 HRS/WK

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Services
(705) 759-2554, Ext. 690

I. COURSE DESCRIPTION:

Child Care Methodology I will serve as an introductory course to the field of Child and Youth Worker. The basic philosophy permeating this course is that there is a set of attitudes, specific knowledge, skills and proficiencies that are uniquely those of the competent Child and Youth Worker. As a group, we will explore three central themes: the child at risk; the environment or settings that serve the child; and the Child and Youth Worker as an agent of therapeutic change.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will be able to:

1. Represent one's skills, knowledge and experience as a Child and Youth Worker in training in a realistic and clear manner for personal and professional purposes.

Potential Elements of the Performance:

- a. Discuss the development of the Child and Youth work profession relative to the human service delivery system.
- b. List and describe skills and attitudinal factors pertinent to this field.
- c. Identify and describe employment settings for CYW.

2. Determine the roles and boundaries of a Child and Youth Worker in the current and evolving human service delivery system.

Potential Elements of the Performance:

- a. Demonstrate a familiarity with the legislation pertinent to the field of Child and Youth Work.
- b. Apply the knowledge to simulated situations.

3. 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:

- a. Define specific child management skills pertinent to various treatment modalities - with specific focus on residential, educational and family settings.

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

Potential Elements of the Performance:

- a. Utilize professional terminology where appropriate.
- b. Integrate the concept of "role-model" to the classroom setting.

III. TOPICS:

1. History and development of professional Child and Youth Care
2. Current status and future trends of the profession.
3. Concept of emotional disturbance.
4. Impact of exceptional needs on the individual, family and community.
5. Responses to exceptional behaviour, i.e. treatment options.
6. Essential components of "Milieu".
7. Legislative directives and boundaries in CYW.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Coloroso, Barbara. (1995). *Kids are worth it: Giving your child the gift of inner discipline*. Toronto, ON: Somerville House Publishing.

Ontario Statutes (2000). *Child and family services act*. Toronto, ON: Queen's Printer.

Krueger, Mark A. (1988). *Intervention techniques for child/youth care workers*. Washington: Child Welfare League of America.

V. EVALUATION PROCESS/GRADING SYSTEM.

The class will be taught through a combination of lectures, film, and group discussion. The format will vary according to material being presented.

- a) Attendance: It is expected that the participant will maintain a level of attendance reflective of a commitment to the learning and the profession.
- b) To complete assigned reading/research and be prepared to discuss this material in class.
- c) To participate actively and fully in class discussions.
- d) To be prepared to demonstrate effective intervention techniques through role-play, simulations, and/or critical incident analysis.
- e) To complete in-class tests on the material covered.

GRADING

a) Test #1	January 31/02	Legislation	15%
b) Test #2	February 6/02	CYW Practice	15%
c) Test #3	March 6/02	CYW Practice	20%
d) Test #4	March 7/02	Legislation	15%
e) Test #5	April 18/02	Legislation	15%
f) Test #6	April 24/02	CYW Practice	20%

****NOTE:** Mid-term grades are an indication of potential success or failure in a course. In the event that mid-term grades are not satisfactory, the student will be required to meet with the instructor to develop a strategy whereby academic difficulties may be dealt with and the student may proceed to an overall "passing grade" in the course.

* It is the student's responsibility to schedule this meeting with the teacher upon receipt of mid-term grades.

An "R" at mid-term is an automatic course repeat.

Tests will be written as scheduled - time and date. There will be no admission to the classroom once a test has begun. It is the students' responsibility to be punctual. There will be no opportunity to write missed tests. There are no 'make-up' assignments or tests. Missing one test need not constitute failure in the course.

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 been impossible 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, as may be decided by the professor. 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.

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 instructor.

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.

ADDITION TO C.Y.W. PROGRAM POLICIES

NOTICE OF AGREEMENT

Student Agreement Form

Regarding the Child and Youth Worker Course Outline: I, _____, have read the
CYW Course outline for the course _____. I understand its contents and
agree to adhere to them.

SIGNED: _____

DATE: _____