

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Child Care Methods I

**CODE NO. :** CYW102

**SEMESTER:** Fall

**MODIFIED CODE:** CYW0102

**PROGRAM:** Child and Youth Worker

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**MODIFIED BY:** Wendy Anderson, Learning Specialist CICE Program

**DATE:** SEPT/07

**PREVIOUS OUTLINE DATED:** SEPT/06

**APPROVED:**

	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	

**PREREQUISITE(S):** NONE

**HOURS/WEEK:** 3 HRS/WK 15 WEEKS

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

## I. COURSE DESCRIPTION:

Child Care Methodology I serves as an introductory course to the field of Child and Youth Work. The basic philosophy throughout this course is that as there is a body of knowledge, skills, and attitudes that are uniquely those of the competent Child and Youth Worker. Child and Youth Work is an established profession with a unique history and operates within a Code of Ethics and has both a provincial (Ontario Association of Child and Youth Counsellors – OACYC,) and a national (Canadian Association of Child and Youth Counsellors – CYCC) association.

In this course, 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 CICE student, with the assistance of a Learning Specialist, will demonstrate a basic ability 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. **Demonstrate an understanding of 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 role of the Child and Youth Worker in the delivery of service.
- b. Apply the knowledge to simulated situations.

3. **Foster and utilize therapeutic environments that respect culture and promote overall well-being and facilitate positive change for children, youth, and their families.**

***Potential Elements of the Performance:***

- a. Define specific child management skills pertinent to various treatment modalities with specific focus on educational, residential, community 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. (This includes spelling and grammar skills.)
- b. Demonstrate and apply the concepts of subjective and objective observations and recording.
- c. Integrate the concept of "role-model" to the classroom setting.

**III. TOPICS: (including, but not necessarily limited to the following)**

1. History and development of the profession of Child and Youth Work.
2. Current status and future trends of the profession.
3. Concept of emotional disturbance.
4. Concept of resilience and identification of strengths and needs.
5. Impact of exceptional needs on the individual, family and community.
6. Intervention responses to exceptional behaviour, i.e. treatment options within therapeutic relationship.
7. Essential components of "Therapeutic Milieu".
8. Roles, boundaries and ethics, both personally and professionally, in Child and Youth Work.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Membership in Ontario Association of Child and Youth Counsellors – Cost TBA.  
(This will be arranged in class.)

Note: Membership in our professional association is essential to work in some agencies and is part of the criteria for some scholarships available to students within the program.

Applestein, Charles D., (1998): ***No Such Thing as a Bad Kid – Understanding and Responding to the Challenging Behaviour of Troubled Children and Youth.*** The Gifford School, Weston, MA.

Orlick, Dr. Terry (2003). ***Feeling Great: Teaching Children to Excel at Living.*** Carp, ON. Creative Bound Inc.

Note: Students are encouraged to purchase and keep their texts in order to build a professional library for future reference.

**V. EVALUATION PROCESS/GRADING SYSTEM.**

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

- a) Attendance: It is expected that each student will maintain a level of attendance reflective of commitment to the learning and to the profession. Children and youth at risk require reliable and dependable adults in their lives and these qualities are expected to be demonstrated in class.
- b) To complete assigned reading/research and be prepared to discuss this material in class.
- c) To participate actively and fully in class discussions, to be respectful of your colleagues, the instructor and the material presented. The Student Code of Conduct, and all other applicable Sault College policies (including The Child and Youth Worker policy manual) apply to all students at all times – including fieldwork. Child and Youth Workers are further bound by our Code of Ethics.
- 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.
- f) To complete, submit or present assignments as per assigned dates. There may not be any additional time to do a presentation if you fail to present on your assigned date.

### ASSIGNMENTS:

1. **Activity Presentation:** using the text, *Feeling Great*, a pair of students will present an activity to the class. The activity should take 5 to 10 minutes and will be presented at the beginning of each class as an "ice-breaker" or warm-up activity. This activity will need to be interactive, creative and may involve the whole class or be a demonstration of the activity. The schedule will be established in the first week of class. Due date is \_\_\_\_\_.  
This assignment is worth 10% of your final grade.  
**\*(See grading criteria in student information package)**
2. **Journal Summary:** Using the web site [www.cyc-net.org](http://www.cyc-net.org) each student will select a journal article and write a two to three page summary of the article including the following points: identify the central issue addressed in the article; address the impact of the issue as it relates to understanding, prevention and/or intervention issues for children and youth; and your personal reaction to the article. Date due is \_\_\_\_\_.  
This assignment is worth 10% of your final grade.  
**\*(See grading criteria in student information package)**
3. In class written or presentation assignments. These assignments will be done in class and submitted as completed.
4. **Tests:** There will be 4 quizzes (for a total of 50%) throughout the course – one quiz each month. Dates are as follows: **\*(See important note re: tests & scheduling)**  
**September:** \_\_\_\_\_  
**October:** \_\_\_\_\_  
**November:** \_\_\_\_\_  
**December:** \_\_\_\_\_

### GRADING:

Activity Presentation	10%
Journal Assignment	10%
In Class assignments	10%
Quizzes	50%
Attendance and Participation	20%
 Total Grade	 100%

**NOTE:** In the event that mid-term grades are not satisfactory, the student will be required to arrange a meeting with the instructor whereby academic difficulties and strategies to remediate these difficulties will be discussed in an attempt to assist you to meet the course objectives. It is the student's responsibility to schedule this meeting with the teacher upon receipt of mid-term grades. An "F" at mid-term is an automatic course repeat.

**\*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 yet left the room. There will be no extra time allowed to complete the test. 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 post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**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 E1101 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.

It is your responsibility as a special needs student in the Child and Youth Worker program to schedule your tests at the beginning of each semester in order that your tests occur on the same day as tests on the academic schedule. If you are unable to schedule your test on the same day, it may be scheduled within the 48 hours *prior* to the established test date. Students, who write the test *after* the regularly scheduled test, may not have the test accepted for evaluation.

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.

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 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, 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. 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.

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 **Child Care Methods I – CYW102**. I understand  
its contents

and agree to adhere to them.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.