

I. COURSE DESCRIPTION:

Child Care Methodology I, serves as an introductory course to the field of Child and Youth Work and orientation to Community Practicum. 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 its own history and operates within a Code of Ethics and has both provincial (Ontario Association of Child and Youth Counsellors – OACYC,) and national (Canadian Association of Child and Youth Counsellors – CYCC) associations.

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. This course will also prepare students for fieldwork experiences in educational settings. It involves the science of observation, reporting issues, CYW policies and ethics, and confidentiality issues. This course is a prerequisite to first level placement in the Child and Youth Worker Program.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist, will demonstrate the 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.
- d. Identify learning objectives for one's professional development and the strategies to accomplish these.

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 role of the Child and Youth Worker in the delivery of service.
- b. Apply the knowledge to cases.

- 3. Develop and use healing 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 - 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 which are supported in your Language and Communication courses.)
- b. Demonstrate and apply the concepts of subjective and objective (personal and unbiased) observations and recording.
- c. Integrate the concept of "role-model" to the classroom setting.
- d. Use language orally and in written reports that applies the methodologies of observation pertinent to a practical setting

- 5. Perform ongoing self-care to enhance professional competence**

Potential Elements of the Performance:

- a. Development of a strategic plan for one's own success
- b. Review the results of one's actions and decisions
- c. Reflect of processes and practices and identify any errors and make corrections
- d. Examine the impact of personal values and beliefs on actions and decisions
- e. Evaluate and act upon constructive feedback

- 6. Demonstrate a working knowledge of all applicable areas involved in fieldwork training**

Potential Elements of the Performance:

- a. Apply relevant policies and procedural requirements to case studies accurately
- b. Articulate the roles of various related professionals in the area of education
- c. Define the concepts of confidentiality, professional ethics, prevention and intervention, diversity training, etc.

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
7. Essential components of "Therapeutic Milieu".
8. Roles, boundaries and ethics, both personally and professionally, in Child and Youth Work.
9. Observing and recording behaviour
10. Reporting and documenting (oral and written)
11. Self care and time management
12. Child and Youth Worker policies and procedures

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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.

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. Preservation of confidentiality as per CYW policy is expected.
- 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. A mark of one percentage will be deducted for each day that a written assignment is handed in late.
- g) Student will participate in a mandatory Duty to Report workshop (times and dates provided in class) and complete a test on the workshop
- h) The student needs to demonstrate understanding and empathy for vulnerable clients and their unique issues by way of written assignments and verbal discussions. This can be demonstrated by the absence of judgmental statements and the genuine attempt to view the situation/issue from another's perspective.

GRADING/ASSIGNMENTS:

Activity Presentation	10%
Journal Assignment	10%
Observation Report	10%
Duty to Report Workshop and test	10%
Quizzes (x4)	40%
Attendance	10%
Professional Development/Participation	10%
Total	100%

Assignments may be modified as the Professor and Learning Specialist see appropriate for the student.

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 postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	
A	80 – 89%	4.00
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. <i>(See Policies & 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.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Assignment Outlines and Grading Criteria

This will be provided in the Student Information Package handed out on the first day of class. This document will also be available on LMS.

VII. Course Outline Addendum:

The provisions contained in the addendum located on the portal form part of this course outline.

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.