SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title:	Child Care Practice IV			
Course No.:	CCW 222-3			
Program:	Child and Youth Worker			
Semester:	Five			
Date:	September 1989			
Author:	Jeffrey Arbus, C.C.W., M.A.			
	New:	Revision:		
APPROVED:	Official N. KOCH	Auxe 30/54		

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Child Care Practice IV

Instructor: Jeffrey Arbus Time: Thursday, 1:30 - 4:30 p.m.

Office E465 (1330 - 1630 h)

Phone: 759-6774 Starting Date: September 9/89

Ext. 546

NATURE OF COURSE AND OBJECTIVES

This course is designed to build upon the student's knowledge of theory and technique in Child Care Work. Various therapeutic approaches and philosophies will be examined with emphasis upon application in real-life situations from the student's experiences. Variables affecting treatment implementation will be identified. The major emphasis will be on an empathic view of the youngster, the family, and the Child and Youth Worker as professional agent of change. Philosophically, the course will emphasize viewing the child/youth in the context of development: physical, psychological, familial, and social.

This course will include a 15-hour section on child abuse, with emphasis on the treatment of the abused child. Major theories studied include: Freudian (Analytic); Adlerian (and Dreikurs); Berne (Transactional Analysis); Glasser (Reality Therapy). One goal of the course is to develop in the student an ability to incorporate theory in the design and application of treatment programs with young people. An ability to research materials to support program ideas will be expected. The case study method will be employed.

At all times, students will be expected to apply the skills they have previously studied in inter-personal relations, group process, psychological, and child care work theory, as befits the "senior-level" nature of this course in the C.Y.W. Program. A substantial amount of reading is required. Students are advised to assess their level of commitment at the start of the course, and to discuss with the instructor any self-doubts they may have. The ability to understand and incorporate a wide variety of views (even conflicting views) will be recognized as evidence of the student's commitment.

LEARNING RESOURCES

- a) Provided by the College: Handouts, films and videos, and the Learning Resources Centre.
- b) Provided by the Student:
 - 1) Berne, E. "Games People Play". (1964) New York; Ballantine.

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- 2) Glasser, W. "Reality Therapy". (1965) New York: Harper and Row.
- Kempe, R. and Kempe, C. H. "Child Abuse". (1978)
 Cambridge, Mass.; Harvard University Press.
- 4) Kvols-Riedler, B. and K. "Redirecting Children's Misbehaviour". (1979) Boulder, Colo: R.D.I.C. Publishers.
- 5) Ontario Association of Professional Social Workers. "Cnild Abuse: A Handbook for Social Workers in Ontario". (1983)
- 6) Provincial Secretariat for Justice. "Helping the Victims of Sexual Assault". (1979)
- c) On Reserve in the Learning Resource Centre (Library):

Articles:

- 1) DeYoung, M. "A conceptual model for judging the truthfulness of a young child's allegation of sexual abuse". <u>Journal of American Ortho. Association</u>, 1986 (October).
- 2) Finkelhor, D. "The traumatic impact of child sexual abuse: A conceptualization." Journal of American Ortho. Association, 55(4), 1985 (October).
- 3) Forward, S. Buck, C. "The Family Crime Nobody Talks About", from the book <u>Betrayal</u> of <u>Innocence</u>, by the authors, (Kempe).
- O'Hara, J. "Young Suicides". <u>MacLean's</u>, 1979 (July 30), (Kempe).
- 5) Report of the task force on Child Abuse. Ministry of Community and Social Services, Government of Ontario, 1978 (June), (Kempe).
- 6) Irwin, M. "Are seclusion rooms needed on child psychiatric units?" Journal of American Orth. Association, 1987.
- 7) Rogers, C. R. "How Can I Create a Helping Relationship?" From C. R. Rogers and The Characteristics of a Helping Relationship, Personnel and Guidance Journal, 1958. (Kvols-Riedler)

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- 8. Phillips, K. "Agression and productiveness in emotionally disturbed children in competitive and non-competitive recreation. Child Care Quarterly, 19891, 10(2), 148-156, (Kvols-Riedler).
- Dawson, Ross. "Father's Anonymous A Group Treatment Program for Sexual Offenders". Ontario Association for Children's Aid Societies Journal, 26(9), November, 1982.
- 10) Crittendon, Yvonne. "Compensation for Child Abuse". Our Children, Autumn, 1980.
- 11) Dawson, W. R. and Waldie, Eleanor. "The Placement and Management of the Abused Child". OACAS Journal, November, 1976.
- 12) Kreps, B. "The Case Against Pornography". Homemakers.
- 13) Others as announced by the instructor.

REQUIREMENTS

- A. Case Analysis and Treatment Planning:
 There will be two (2) take-home cases that will require a clearly written (or typed) analysis and treatment plan. At least one of these will involve a written critique from a classmate. A two-week advance notice will be provided for each case. More details will be provided in class. Length of each report should be approximately 800-1000 words. References are expected, and reporting style must be according to APA format.
- B. One Journal Article Presentation:
 A summary of a recent (within four years) article from a psychological, counselling, or child care work journal, the topic of which is to be chosen by the student (in an area of particular interest to the student, but must relate to child, adolescent, or family development, psychology, or treatment). Approximately one-third of the summary is to synthesize the content of the article, the remaining two-thirds is to contain the student's critical analysis of the article.

Oral Presentations:

- in class
- 5 to 10 minutes for presentation
- 5 minutes for class discussions (led by presenter)
- 5 marks for accuracy and clarity in the oral
- 5 marks for style of presentation and discussion

Written Report:

- approximately two pages a summary of the oral report
- content and opinions should be clearly identified as such
- no references required (except the article presented)
- C. Mid-Term Quiz: Date To Be Announced (two weeks notice will be provided).
- D. Final Examination: The last class meeting of the course.
- E. Participation: Including punctuality, deportment, attentiveness, commitment, professionalism, and involvement.

GRADING FOR THIS COURSE

Cases	First C	ase		15%
	Second	Case		20%
	Critique	e of Second	Case	5%
Journal	Summary (oral)		10%
Journal	Summary (written)		5%
Mid-Terr	Quiz			15%
Final Ex	cam			25%
Particip	pation			5%
			TOTAL	100%

College Grading System:

90%'- 100% = A+

80 - 89 = A

70 - 79 = B

60 - 69 = C

Less than 60 = R

Incomplete due to extenuating circumstances = X

NOTE: Assignment of final grades is the responsibility of the instructor. Students will have input into the final grade. Assignments will be graded by the letter system and at the end of the course a corresponding percentage will be calculated.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY CHILD & YOUTH WORKER PROGRAM

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 C.Y.W.
Course Outline for the Course
I understand its contents and agree to adhere to them.
Signed:
Dated: