

I. COURSE DESCRIPTION:

Child Care Methodology I is an introductory course to the field of Child and Youth Work and to Community Practicum. Students will achieve a beginning familiarity with the 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. It 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. We introduce the skills and issues concerning observation, reporting, policies and ethics, and confidentiality.

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:

- Discuss the development of the Child and Youth Work profession.
- List and describe skills and attitudes pertinent to this field.
- Identify and describe employment settings for CYW.
- 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:

- Demonstrate a familiarity with the role of the Child and Youth Worker in the delivery of service.
- 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:

- 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 which are supported in your Language and Communication courses.)
- b. Demonstrate and apply the concepts of subjective and objective observations and recording.
- c. Demonstrate professional role-modelling within 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 plan for one's own success
- b. Review the results of one's actions and decisions
- c. Implement corrective action as needed to improve student performance
- 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 applicable areas involved in fieldwork training**

Potential Elements of the Performance:

- a. Accurately apply relevant policies and procedural requirements to case studies
- b. Define the concepts of confidentiality, professional ethics, prevention and intervention, diversity training

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 and behavioural disturbance or disorder.
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.

Burns, M. (2012). *The self in child and youth care: A celebration*. Child Care Press: Kingston, ON

Note: The Self in Child and Youth Care text will be used throughout the three years of the program and will be required for several assignments in several different courses.

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. Although it is **not** mandatory to obtain a membership, it is strongly recommended.

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) SKILL DEVELOPMENT 10%

The Skill Development mark (10%) is related to the student's ability to prepare for class discussions and case work. The format and assessment of this will be discussed in class and posted on D2L.

Children and youth at risk require reliable and dependable adults in their lives and these qualities are expected to be demonstrated in class.

b) ASSIGNMENTS 40%

Students are to complete assignments, readings, and /research on time, and be prepared to discuss this material in class. The format and assessment of the activities will be discuss in class and posted on D2L. **NOTE:** All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

**** All students MUST submit all assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.**

c.) TESTS**40%.**

Tests will be written as scheduled on material covered in class and assigned readings. Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

d.) DUTY TO REPORT WORKSHOP AND TEST**10%**

Student will participate in a mandatory Duty to Report workshop (times and dates provided in class) and complete pre and post tests on the workshop.

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 & Procedures Manual – Deferred Grades and Make-up</i>). (<i>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:Attendance:

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

Classroom Expectations

Students are expected to behave in a manner consistent with professional expectations in the CYW field. This extends to verbal, non-verbal behaviour as well as clothing and general deportment. It is expected that students are familiar with the Sault College Student Roles and Responsibilities, as well as CYW policies. All students have the right to a learning environment that is free of distraction or harassment/abuse.

VII. COURSE OUTLINE ADDENDUM:

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