

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

COURSE OUTLINE

Course Title: CHILD CARE METHODOLOGY I
Code No.: CCW 129-3
Program: CHILD AND YOUTH WORKER
Semester: SECOND
Date: JANUARY, 1997 Previous date: JANUARY 1996
Author: MICHAEL MCFARLING, MA, CCW/MARY RITZA, MA, CCW

NEW: ___ REVISED: X

APPROVED: *Donna Tremblay*
Donna Tremblay, Dean
Schools of Health & Human Sciences
& Teacher Education

DATE: Jan 3/97

TOTAL CREDITS: 3

PREREQUISITES: N/A

LENGTH OF COURSE: 15 WEEKS TOTAL CREDIT HOURS: 45



Instructor: Mary Ritza

Office: Room E3204
Phone: 759-2554, Ext. 437

Total Credits: 3

I. COURSE DESCRIPTION:

Child Care Methodology I will serve as an introductory course to the field of Child Care. 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 therapeutic agent of 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. TOPIC AREAS

1. History and Development of the Profession
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, ie. Treatment Options
6. Essential Components of "Milieu"
7. Legislative Directions and Boundaries in CYW

IV. REQUIRED STUDENT RESOURCES

Texts: Barbara Coloroso, Kids are Worth It!, Somerville House Publishing, Toronto. 1995.

Child and Family Services Act, (1984), Province of Ontario.

Krueger, Mark A. Ph.D., Intervention Techniques for Child/Youth Workers. Child Welfare League of America. Washington. 1988.

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:** Due to the nature of this course, attendance is compulsory. Absenteeism in excess of three class sessions will require a meeting with the instructor at which time the student will be advised as to whether or not he/she can continue in the course. 20% of your grade is based on attendance - with one mark given for each class attended and one lost for each class missed. Leaving at break will also be subject to lost marks.

V. EVALUATION PROCESS/GRADING SYSTEM (cont.)

Attendance (cont.)

- 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, or critical incident analysis.
- e) To complete two (2) in-class tests on the material covered.
Mid-Term, February 26, 1997.
Final, April 23, 1997.

GRADING

a) Mid-term Test	40%
b) Final Test	40%
c) Attendance and Participation	20%

****NOTE:** Mid-term grades are due February 28, 1997. In that regard, it is essential that there is an accurate indicator of student progress. 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 teacher upon receipt of mid-term grades.

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

Tests may not be rescheduled for ANY reason other than for a serious emergency. Discussion with the instructor and possible verification documentation will determine what constitutes such an event.

COLLEGE GRADING POLICY

90 - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
BELOW 60	=	R (Repeat Course)

VI. SPECIAL NEEDS NOTE

Students with special needs (eg, physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

****NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.**

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

VIII. ADDITION TO C.Y.W. PROGRAMME 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: _____