

I. COURSE DESCRIPTION:

This course will build upon the students' knowledge of theory and technique in Child and Youth Work. A variety of therapeutic approaches and philosophies will be studied with an emphasis upon understanding the processes involved and applications to situations drawn from practical and clinical experiences. Techniques affecting treatment and counselling applications will be identified with the major focus being an empathic perspective of the youth, the family, community and societal implications. As a professional agent of change, the Child and Youth Worker must be able to demonstrate his/her knowledge and understanding of youth within the context of development: physical, psychological, familial and social.

Students are expected to consistently apply the skills previously studied, as befits the "senior-level" nature of this course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. 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:

- identify established counselling processes as they relate to children/youth/families
 - demonstrate respect and genuineness in the simulated sessions
2. Design and implement strategies, which promote the overall well-being of the client and facilitate positive change for children, youths, and their families.

Potential Elements of the Performance:

- classify various counselling theories and techniques using procedures and terminology appropriate to the role of the professional child and youth worker
 - demonstrate methods and techniques drawn from a variety of counselling theories
 - select techniques and strategies appropriate to the needs of the client and/or family
3. Communicate effectively in oral, written and nonverbal forms to enhance the quality of service

Potential Elements of the Performance:

- compare and contrast the various counselling theories and techniques for the purpose of selecting appropriate counselling strategies for particular clients and client groups
- articulate the principles of various counselling theories and techniques as they apply to children and youth

III. TOPICS:

1. The Counselling Process & The World of the Child
2. Counselling Theories may include (but not limited to) the following: Reality Therapy, Brief Counselling (Solution Focused), Gestalt, RET and Cognitive-Behavioural, Behavioural, Psychodynamic, Individual Psychology, Play Therapy, and “specialized” applications.
3. Application of these models to the following: individuals, families, and groups of children and/or youth, children or families with special concerns or exceptionalities.
4. Introduction to and overview of current best-practices and their application to our role as Child and Youth Workers.
5. Legal and Ethical Considerations for Counsellors.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text: Thompson, C., and Rudolph, L. (2007). Counselling Children, seventh edition, Pacific Grove, California: Brooks-Cole.

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Attendance and Participation | 20% |
| 2. Group Presentation: Demonstration of a Counselling Technique | 20% |
| 3. Treatment Plan | 20% |
| 4. Mid-Term Examination | 20% |
| 5. Final Examination | 20% |

NOTE: Tests and group presentations need to be done on the assigned day. If a student misses a presentation date, there may be no opportunity to present on an alternate date. Students are expected to communicate with their professor in a professional manner regarding any difficulties that may arise in this regard.

Tests may be **ONLY** be rescheduled with instructor’s permission **PRIOR** to the date of the test. If you arrive late for a test, you may enter the classroom, provided no one has left the classroom.

Attendance and Participation:

Attendance and participation will be calculated based on a 3 hour class over a 15 week period (45 hours).

Participation is based on the criteria outlined in the Student Package related to the student's ability to attend, participate in discussions and activities and their overall contribution to the classroom environment. See Student Package for further details related to expectations for participation.

Group Presentation:

Group Presentation: In small groups, students will choose from the counselling theories discussed in your text and complete the following tasks:

- 1) *Choose* one or two techniques related to the theory assigned. Time allotted for the demonstration is **30** minutes. Explain the techniques and their most relevant applications to individuals, groups, families, special circumstances etc.
- 2) *Demonstrate* one or two particular techniques to the class, and lead a practice exercise. The purpose of this experiential learning segment is twofold: the student audience will have an opportunity to gain personal experience in the application of various techniques, and the presenters will have an opportunity to practice their therapeutic and leadership skills. Involvement of all group members is expected.
- 3) The student group will then lead a *debriefing*, respond to questions and have prepared at least three questions to stimulate discussion, if necessary. (15 to 20 minutes).
- 4) Students will submit a **brief write-up**. The written component will include a description of your presentation; its therapeutic value as well as three references to support your theoretical application. This write-up must be submitted on the date of the presentation. Write-ups not submitted at the beginning of class will be marked late and as such will impact your overall mark. Groups and dates will be assigned in class.

NOTE: All necessary information needed to complete this assignment is posted on LMS.

Treatment Plan:

A treatment plan will be submitted by each student - using a real or simulated case. This plan will incorporate a thorough assessment, problem statement(s), goal statement(s), and appropriate interventions identified. Barriers to treatment need to be stated with strategies presented to overcome these barriers. **The interventions or methodologies need to be based on the theoretical models studied and rationale for each intervention clearly stated.** See Student Package for outline and grading criteria.)

Tests:

There will be a mid-term and a final examination of text material.

COLLEGE GRADING POLICY

The following semester grades will be assigned to students

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). (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 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.

Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.

VII. COURSE OUTLINE ADDENDUM:

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