

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Behaviour Management Applied

CODE NO. : CYW 233-3 **SEMESTER:** 4

PROGRAM: Child and Youth Worker

AUTHOR: CYW Faculty

DATE: May 2014 **PREVIOUS OUTLINE DATED:** May 2013

APPROVED: *“Angelique Lemay”* *Nov. 2014*

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): PSY 102

HOURS/WEEK: 3 hours/week

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I. COURSE DESCRIPTION:

This course builds on the student's knowledge of the field of Child and Youth Work by focusing on understanding behaviour and implementing behaviour management techniques and interventions. This course will provide students with the opportunity to understand, practice and implement direct interventions in their work with children and youth. This course will develop a strength-based, relational psychology approach when working with children and adolescents. The student will be introduced to applied behavioural strategies.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Assess and respond therapeutically to the behaviour of children and youth, in order to promote positive change and optimal development in a variety of settings.

Potential Elements of the Performance:

- a) Analyze observed behaviour considering developmental norms, individual norms and current environmental context
- b) Apply learning theory to promote the learning of new behaviour in children, youth and their families
- c) Analyze the environmental context of children and youth to identify opportunities to change patterns of behaviour learned in those environments
- d) Identify strengths in children and youth and assist them in using areas of strength to promote positive change

2. Develop and maintain meaningful relationships with children, youth and their families that respect life space and cultural and human diversity while applying principles of relational practice

Potential Elements of the Performance:

- a) Apply principles of relational practice including consideration, safety, trust, availability and empathy
- b) Select and use strategies of relational practice to support changes for children's and youth's interpersonal patterns within their day-to-day environment

3. Design, implement and evaluate evidence-based interventions in the areas of therapeutic milieu and programming, group work and advocacy, to promote resiliency and to enhance development in children, youth and families.

Potential Elements of the Performance:

- a) Use and adapt therapeutic techniques to prevent, de-escalate, and manage identified behaviours in children and youths
- b) Interact in a professional manner as guided by the professional code of ethics
- c) Evaluate interactions and progress with children, youth and families, on an ongoing basis, making adaptations where necessary
- d) Apply evidence-based interventions consistent with the assessed development level, identified needs and goals
- e) Plan, implement and evaluate moment-to-moment interventions

- f) Facilitate the development or adaptation of resources which address the identified needs
- g) Use and share the input of children, youth and families in determining interventions
- h) Collaborate with other professionals to design and implement therapeutic programs and approaches that respond to identified need areas of children, youth and their families
- i) Collaborate in the development of realistic goals with, and for, children, youths, and their families

4. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care professional.

Potential Elements of the Performance:

- a) Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of these factors on one's own practice
- b) Examine the impact of self on others and ensure that interactions are consistent and constructive
- c) Identify and consider personal values, beliefs and opinions and the effects that these have on ones' own actions with children, youth, families and colleagues
- d) Demonstrate emotional intelligence and use this to increase self-awareness to manage own behaviour, actions and interventions

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

A Question of Balance: Behavioural Interventions for Relationship Development
Michael Burns, Child Care Press (2014)

V. EVALUATION PROCESS/GRADING SYSTEM:

Various learning modalities are used throughout the course including interactive lecture, self-reflection, small-group activities, research, discussion, debate and case study

Tests

40%

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

Assignments

40%

The format and assessment of the assignments will be discussed 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 Professor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

All students MUST submit all papers and 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.

Attendance/Participation/Skill Development

20%

Attendance in this course is essential as participation demonstrates skills. Students will engage in activities and discussions during regularly scheduled classes. This mark is related to the student's ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on D2L.

Students who are not actively participating in class (texting, talking, e-mail, etc.) are not only impacting their education but that of others and may therefore be asked to leave the classroom.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

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