

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Child Care Methods III: Therapies

CODE NO. : CYW301-3 **SEMESTER:** 6

PROGRAM: Child and Youth Worker

AUTHORS: CYW Faculty

PROFESSOR: Donna Mansfield, BSW, RSW, CCW, CYC (Cert)

DATE: Sept. 2015 **PREVIOUS OUTLINE DATED:** Sept. 2014

APPROVED: “Angelique Lemay” June/15

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DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): CYW201

HOURS/WEEK: 3 hrs/15 weeks

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*For additional information, please contact Angelique Lemay, Dean,
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty Enrichment
(705) 759-2554, Ext. 2737*

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:

Henderson, D. A., & Thompson, C. L. (2014). *Counselling Children, Custom Edition, Eight Edition*. Toronto, ON: Nelson Education Ltd.

Rothschild, B. (2000) *The body remembers: The psychophysiology of trauma and trauma treatment*. New York: NY, Norton & Company.

V. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT

30%

The Skill Development 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.

ASSIGNMENTS

60%

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, case work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

TESTS (2)

10%

Tests/Quizzes 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.

COLLEGE GRADING POLICY

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The Write Place**, **Accessibility Services** and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and application of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.
5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts

from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.

7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)

8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.