



**Skilled  
Trades**  
Ontario

**Métiers  
spécialisés**  
Ontario

Apprenticeship  
Curriculum Standard

Child and Youth Worker

Levels 1, 2, 3 & 4

620A

2006



# Child and Youth Worker Apprenticeship Pathway and bridging to Diploma procedure

Phase 1: Registration

**Submit Application for Apprenticeship Training through the on-line portal or to local Service Delivery Office**

For on-line portal, please follow instructions for registration. You will need to create a *My Ontario* account to access online services.

**Training agreement signed and registered by both apprentice and sponsor**

**Access your Apprenticeship Training Standard Logbook\*\***  
skilledtradesontario.ca/about-trades/trades-information

\*\* This is the official record of your training progress. You are responsible for keeping it up-to-date.

**Complete on-the-job training**

*Demonstrate and receive sign-off on the competencies/skills in your Apprenticeship Training Standard Logbook*

**Complete in-school training**

*Attend and complete the in-class training set out in the Curriculum Training Standard*

Apprentices eligible to apply for apprenticeship incentive grants (Red Seal trades) and loans.

**Review and finalize your logbook with your sponsor**

**Submit proof of apprenticeship completion**  
via email, in-person or digital portal

Your Apprenticeship Training Standard Logbook details completion requirements. Submit the following:

- completed Apprenticeship Training Standard Logbook with signatures
- proof of hours

**Certificate of Apprenticeship is issued**

Upon completion, Apprentices eligible to apply for Apprentice Completion Bonus (non-Red Seal). Sponsors may be eligible for Apprenticeship incentives, bonuses or tax credits.

Pursuant to the *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)*, Child and Youth Worker does not have a Certificate of Qualification examination

**The issuing of the Child and Youth Worker Certificate of Apprenticeship is the final step in the apprenticeship program under BOSTA**

Phase 3: Diploma bridging procedures

**Bridging to Diploma**  
Complete additional course and practical requirements and obtain Child and Youth Worker Diploma

**Note:** Diploma requirements vary depending on the Ontario College of Applied Arts and Technology program; in general, bridging should be done at the same College where in-school apprenticeship training was completed.

Draft version: 2022-08-04

|                          |
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**Please Note:** This Standard has been revised to reflect the visual identity of Skilled Trades Ontario (STO) which replaced the Ontario College of Trades on January 1, 2022. The content of this Standard may refer to the former organization; however, all trade specific information or content remains relevant and accurate based on the original date of publishing.

Please refer to STO’s website: [skilledtradesontario.ca](https://skilledtradesontario.ca) for the most accurate and up to date information. For information about BOSTA and its regulations, please visit [Building Opportunities in the Skilled Trades Act, 2021 \(BOSTA\)](#).

Any updates to this publication are available on-line; to download this document in PDF format, please follow the link: [Skilled Trades Ontario.ca](https://skilledtradesontario.ca).

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*Maintained with transfer to Skilled Trades Ontario 2006 (V100)*

## **Preface**

This curriculum standard for the Child and Youth Worker trade program is based upon the on-the-job performance objectives, located in the industry-approved training standard.

The curriculum is organized into 4 levels of training. The Reportable Subjects Summary chart (located on pages 4–6) summarizes the training hours for each reportable subject.

The curriculum identifies the learning that takes place in-school. The in-school program focuses primarily on the theoretical knowledge and the essential skills required to support the performance objectives of the Apprenticeship Training Standards.

Employers/Sponsors are expected to extend the apprentice’s knowledge and skills through practical training on a work site. Regular evaluations of the apprentice’s knowledge and skills are conducted throughout training to verify that all apprentices have achieved the learning outcomes identified in the curriculum standard.

It is not the intent of the in-school curriculum to perfect on-the-job skills. The practical portion of the in-school program is used to reinforce theoretical knowledge. Skill training is provided on the job.

Please refer to Skilled Trades Ontario website ([www.skilledtradesontario.ca](http://www.skilledtradesontario.ca)) for the most accurate and up-to-date information about Skilled Trades Ontario. For information on *Building Opportunities in the Skilled Trades Act, 2021 (BOSTA)* and its regulations, please visit [Building Opportunities in the Skilled Trades Act, 2021, S.O. 2021, c. 28 - Bill 288 \(ontario.ca\)](http://www.skilledtradesontario.ca/building-opportunities-in-the-skilled-trades-act-2021-s.o.-2021-c.-28-bill-288)

## **Pre-requisites**

In order to advance to Level 2 of the apprenticeship program, an individual must have completed all of the units outlined in Level 1. Similarly, in order to advance to Level 3 of the program, an individual must have completed all of the units outlined in Level 1 and 2.

## **Hours Disclaimer** (if applicable)

It is agreed that Training Delivery Agents (TDAs) may need to make slight adjustments (with cause) according to particular apprentice needs and may deviate from the unit sequencing and the prescribed practical and theoretical hours shown within the standard. However, all TDAs will comply with the hours at the reportable subject level.

## **Suggested Equipment for Training Delivery Agencies**

Personal and Safety Equipment: Personal protective equipment is at the discretion of the TDA who must conform to Ontario Provincial Health and Safety Regulations.

## **Introduction**

The Child and Youth Worker believes in the intrinsic dignity and worth of the individual; that people can learn to help themselves; that humans possess an innate drive to develop to their own potential.

Nevertheless, in our modern society with its rapid changes and economic constraints, the family unit is experiencing increased pressures with decreased resources that result in a higher incidence of children and adolescents who are labelled emotionally disturbed.

The Child and Youth Worker works towards reducing the pain and impairment of emotional disturbance with children, adolescents, their families and the community.

The Child and Youth Worker's role is to help children, adolescents, and their families involved in maladaptive, dysfunctional, self-perpetuating cycles, develop alternative behaviours which re-establish growth.

The Child and Youth Worker strives to ensure that clients can live in their own communities and have substantial and meaningful participation in the decisions which affect them.

The objectives of the Child and Youth Worker Curriculum therefore, are to provide a learning experience which will enhance the on-the-job training in terms of:

1. Implementing, demonstrating and teaching child management skills.
2. Designing, implementing and teaching therapeutic socialization and recreational activities geared to the client's physical and emotional need levels.
3. Applying effective communication skills necessary for formal and informal counselling.
4. Understanding, applying and teaching the factors involved in group process to facilitate treatment.
5. Assessing, designing, implementing and evaluating both verbally and in writing a variety of treatment plans, which the client can use.
6. Understanding and applying the factors involved in family dynamics to facilitate treatment.
7. Developing an ethical framework with regards to treatment and operate from this framework when interacting with clients and colleagues.
8. Understanding the impact and influencing the evolution of legislation, policy and procedures.

This curriculum has been designed to give the instructor every reasonable opportunity for flexibility and innovation without necessarily deviating to any significant degree from the course requirements. This curriculum is quite extensive and therefore requires the apprentices to reinforce the acquired knowledge through regular independent out of classroom assignments. The curriculum has been presented in a chronological sequence. The Child and Youth Worker curriculum has been designed to compliment and reinforce the on-the-job training received from the employer as well as the college.

This curriculum includes specific references to the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) Apprenticeship Training Standards. While these references to various terminal performance objectives in the Training Standards have been linked to the respective in-school outcomes, employers should not assume complete coverage in all aspects of the objectives. The in-school delivery focuses primarily on the knowledge required to mastering the respective performance objectives outlined in the Training Standards. Employers, therefore, are expected to complete the delivery of these respective objectives by applying the prescribed in-school knowledge to the required practical learning experiences in the work setting.

To assure consistency in learning outcome expectations, regular evaluations of the apprentices' learning achievements must be performed in both theory and applications throughout the curriculum.

**Implementation date:**

April 2006



### Summary of Total Program In-School Training Hours

| Level        | Hours Total | Hours Theory | Hours Practical | Out Of Class |
|--------------|-------------|--------------|-----------------|--------------|
| Level 1      | 405         | 304          | 101             | 0            |
| Level 2      | 557         | 239          | 66              | 252          |
| Level 3      | 682         | 120          | 50              | 512          |
| Level 4      | 820         | 60           | 20              | 740          |
| <b>Total</b> | <b>2464</b> | <b>723</b>   | <b>237</b>      | <b>1504</b>  |

Ministry of Labour, Immigration, Training and Skills Development (MLITSD) Funded Hours (Theory and Practical).

**Level 1 405**  
**Level 2 305**  
**Level 3 170**  
**Level 4 80**  
**Total 960 hours**

**Summary of Total Program In-School Training Hours — Levels 1–4**

| <b>Number</b>  | <b>Reportable Subjects</b>                         | <b>Hours Total</b> | <b>Hours Theory</b> | <b>Hours Practical</b> | <b>Hours Out of Class</b> |
|----------------|--|--------------------|---------------------|------------------------|---------------------------|
| <b>Level 1</b> |  |                    |                     |                        |                           |
| 1              | Preparation for Field Placements                   | 15                 | 10                  | 5                      | 0                         |
| 2              | Introduction to Child and Youth Work               | 60                 | 30                  | 30                     | 0                         |
| 3              | Developmental Issues in Childhood and Adolescence  | 45                 | 40                  | 5                      | 0                         |
| 4              | Childhood Disorders                                | 45                 | 45                  | 0                      | 0                         |
| 5              | Counselling and Communication Skills               | 30                 | 15                  | 15                     | 0                         |
| 6              | Principles of Human Behaviour                      | 45                 | 30                  | 15                     | 0                         |
| 7              | School Based Child and Youth Work                  | 30                 | 30                  | 0                      | 0                         |
| 8              | Residential Treatment                              | 30                 | 30                  | 0                      | 0                         |
| 9              | Group Interaction In Child & Youth Work            | 30                 | 20                  | 10                     | 0                         |
| 10             | Psychopathology in Childhood                       | 45                 | 30                  | 15                     | 0                         |
| 11             | Introduction to Family Development                 | 30                 | 24                  | 6                      | 0                         |
|                | <b>Total</b>                                       | <b>405</b>         | <b>304</b>          | <b>101</b>             | <b>0</b>                  |
| <b>Level 2</b> |  |                    |                     |                        |                           |
| 1              | Psychopathology in Adolescence and Early Adulthood | 60                 | 50                  | 10                     | 0                         |
| 2              | Integrative Seminar                                | 15                 | 15                  | 0                      | 0                         |
| 3              | Field Practicum Level 1                            | 257                | 5                   | 0                      | 252                       |
| 4              | Clinical Recording and Presentation Skills         | 45                 | 35                  | 10                     | 0                         |
| 5              | Family Dysfunctions and Therapies                  | 45                 | 35                  | 10                     | 0                         |
| 6              | Laws Affecting Treatment Delivery                  | 30                 | 24                  | 6                      | 0                         |
| 7              | Advanced Group Work Skills                         | 30                 | 15                  | 15                     | 0                         |
| 8              | Multi-Modal Therapies in Child and Youth Work      | 45                 | 35                  | 10                     | 0                         |
| 9              | Prevention and Management of Aggressive Behaviour  | 30                 | 25                  | 5                      | 0                         |
|                | <b>Total</b>                                       | <b>557</b>         | <b>239</b>          | <b>66</b>              | <b>252</b>                |

| Number         | Reportable Subjects  | Hours Total | Hours Theory | Hours Practical | Hours Out of Class |
|----------------|--|-------------|--------------|-----------------|--------------------|
| <b>Level 3</b> |  |             |              |                 |                    |
| 1              | Child Abuse  | 45          | 35           | 10              | 0                  |
| 2              | Advanced Counselling Skills                                  | 45          | 30           | 15              | 0                  |
| 3              | Integrative Seminar 2  | 15          | 15           | 0               | 0                  |
| 4              | Field Practicum Level 2                                      | 517         | 5            | 0               | 512                |
| 5              | Life and Social Skills Training                              | 30          | 20           | 10              | 0                  |
| 6              | Administrative & Organizational Issues in Child & Youth Work | 30          | 15           | 15              | 0                  |
|                | <b>Total</b>   | <b>682</b>  | <b>120</b>   | <b>50</b>       | <b>512</b>         |
| <b>Level 4</b> |  |             |              |                 |                    |
| 1              | Research Methodology   | 30          | 10           | 0               | 20                 |
| 2              | Crisis Interventions   | 30          | 20           | 10              | 0                  |
| 3              | Integrative Seminar 3-Part 1 & 2                             | 30          | 20           | 10              | 0                  |
| 4              | Field Practicum Level 3 -Specialized- Part 1 & 2             | 730         | 10           | 0               | 720                |
|                | <b>Total</b>   | <b>820</b>  | <b>60</b>    | <b>20</b>       | <b>740</b>         |

# Level 1

**Reportable Subject Summary – Level 1**

| <b>Number</b> | <b>Reportable Subjects</b>                        | <b>Hours Total</b> | <b>Hours Theory</b> | <b>Hours Practical</b> | <b>Hours Out of Class</b> |
|---------------|---|--------------------|---------------------|------------------------|---------------------------|
| 1.1           | Preparation for Field Placements                  | 15                 | 10                  | 5                      | 0                         |
| 1.2           | Introduction to Child & Youth Work                | 60                 | 30                  | 30                     | 0                         |
| 1.3           | Developmental Issues in Childhood and Adolescence | 45                 | 40                  | 5                      | 0                         |
| 1.4           | Childhood Disorders                               | 45                 | 45                  | 0                      | 0                         |
| 1.5           | Counselling and Communication Skills              | 30                 | 15                  | 15                     | 0                         |
| 1.6           | Principles of Human Behaviour                     | 45                 | 30                  | 15                     | 0                         |
| 1.7           | School Based Child and Youth Work                 | 30                 | 30                  | 0                      | 0                         |
| 1.8           | Residential Treatment                             | 30                 | 30                  | 0                      | 0                         |
| 1.9           | Group Interaction in Child and Youth Work         | 30                 | 20                  | 10                     | 0                         |
| 1.10          | Psychopathology in Childhood                      | 45                 | 30                  | 15                     | 0                         |
| 1.11          | Introduction to Family Development                | 30                 | 24                  | 6                      | 0                         |
|               | <b>Total</b>                                      | <b>405</b>         | <b>304</b>          | <b>101</b>             | <b>0</b>                  |

|                                  |   |
|----------------------------------|---|
| Number:                          | 1.1   |
| <b>Title:</b>                    | <b>Preparation for Field Placements</b>   |
| Duration:                        | Total Hours: 15    Theory: 10    Practical: 5    Out of Class: 0  |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5202.02, 5210.02, 5210.03, 5210.06, 5211.01, 5211.02, 5211.04, 5211.05, 5212.01, 5212.02, 5212.04, 5212.06, 5212.07, 5213.02, 5213.04 |

### **General Learning Outcome**

This course is designed to provide the student with a thorough understanding of the Child and Youth Worker Apprenticeship Evaluation Manual, including all the skills required for graduation and the policies and procedures, which govern his/her behaviours and performance throughout the apprenticeship course. Examples of these include the supervision and evaluation process, reporting child abuse, goal setting (personal and professional), responsibilities and ethics working in the field of Child and Youth Work and professional development.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.1.1 Identify and use professional development resources and activities, which promote professional growth.
  - Identify strengths and challenges in helping skills.
  - Identify professional development needs.
  - Create learning experiences that enhance professional growth.
  
- 1.1.2 Determine, through self-assessment and collaboration with others current skills and knowledge.
  - Describe strengths and challenges of skills and knowledge.
  - Examine personal motivation for choosing this field.
  - Engage in reflection of skills.
  
- 1.1.3 Identify and explain skills required for professional development.
  - Engage in the reflective process.
  - Examine skill requirements.
  
- 1.1.4 Access information and resources for professional development activities.

- 1.1.5 Demonstrate how to market own skills and abilities effectively to a variety of potential employers in the Child and Youth Worker field.
- Model respect for others.
  - Demonstrate leadership skills.
  - Demonstrate professionalism.
- 1.1.6 Demonstrate a wide knowledge base of the different types and systemic functioning of community based treatment facilities and resources for children, youth and families.
- Use a variety of resources to educate yourself on the field of Child and Youth Work and the many opportunities.
- 1.1.7 Perform ongoing self-assessment and utilize self-care strategies to enhance professional competence.
- Describe the principles of a professional.
  - Maintain a professional attitude.
  - Define personal bias.
  - Practice self-awareness skills.
- 1.1.8 Identify and explain the process of formal and informal supervision, ongoing feedback and skill evaluation.
- Distinguish between formal and informal supervision.
  - Identify the objectives of clinical supervision.
  - Adapt feedback to effect change.
- 1.1.9 Establish reasonable and realistic professional goals for oneself to enhance work performance.
- Understand what constitutes professionalism.
  - Write formal goals.
- 1.1.10 Understand how to act in accordance with ethical and professional standards.
- Examine your own value system.
  - Demonstrate an understanding of the Child & Youth Worker Associations ethical standards.
  - Identify professional challenges.
- 1.1.11 Recognize and express the value of organizational skills.
- Critique your style of work.

- 1.1.12 Explain the procedures when reporting child abuse.
- Describe the reporting laws for child abuse.
  - Identify the legal and professional responsibilities of the Child and Youth Worker in reporting suspected child abuse.
  - Define child abuse.
  - Recognize the possible indicators of suspected abuse.

**Instructional Delivery**

Class discussion, lectures, small group exercises, seminars, in class assignments, and role-play.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                          |                   |
|-----------------------------|--------------------------|-------------------|
| Theory Testing              | Goal Setting Assignments | In Class Exercise |
| 40%                         | 40%                      | 20%               |



|                                  |   |
|----------------------------------|---|
| Number:                          | 1.2   |
| <b>Title:</b>                    | <b>Introduction to Child and Youth Work</b>                       |
| Duration:                        | Total Hours: 60    Theory: 30    Practical: 30    Out of Class: 0 |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5203.01; 5204.04; 5204.05; 5206.05; 5206.06;<br>5212.05; 5212.06  |

### **General Learning Outcome**

This is an introductory course to the field of Child and Youth Work. The content of this course includes: the history of the profession, the unique roles of the Child and Youth Worker and how these roles have evolved, a framework to view mental health and mental illness, exploration of the students professional identify, managing therapeutic relationships, and developing appropriate boundaries and ethics as a professional.

The theory and application of beginning Child and Youth Work practice will be explored, as will the theory and practice of therapeutic activities, and behaviour management.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.2.1            Identify the types and objectives of mental health services and the unique role of the Child and Youth Worker within multidisciplinary teams.
- Describe the multiple roles in the Child and Youth Worker field.
  - Understand the importance of the Child and Youth Worker in relation to the mental health field.
  - Articulate the role of the Child and Youth Worker in children’s lives.
  - Understand the broad scope of the role of the Child and Youth Worker.
- 1.2.2            Understand the history of this profession and identify the Child and Youth Workers philosophical and theoretical base of knowledge.
- Identify the limits and possibilities of the Child and Youth Worker role.
  - Promote the role of the Child and Youth Worker with other professions.
  - Develop a philosophical and theoretical knowledge base in working with children, youth, and their families.
  - Critique the role of the Child and Youth Worker as a clinician in the helping field.

- 1.2.3 Develop and run therapeutic activities that are developmentally appropriate and meet the needs of children/youth.
- Discuss the elements of activity planning within a therapeutic context.
  - Identify the role of games and stories in the therapeutic relationship.
  - Develop curriculum that is based on the strengths, needs, and interests of children/youth in this field.
  - Utilize a variety of strategies to engage children/youth in activity programming.
- 1.2.4 Articulate the theoretical framework involved in basic child management.
- Utilize a variety of child management strategies appropriate to the field of Child and Youth Work.
  - Differentiate between punishment and discipline.
  - Discuss the role of consequence in the theoretical framework involved in basic child management.
  - Describe and understand the impact of 'hitting' on children/youth.
  - Utilize professional strategies in the management of children/youth.
- 1.2.5 Understand the theoretical framework involved in the structure of the therapeutic relationship.
- Explore your values and beliefs of the therapeutic relationship.
  - Develop skills for the building of a therapeutic relationship.
  - Differentiate professional helping from friendship.
  - Identify therapeutic building blocks.
  - Describe the challenges in developing the client/helper relationship.
- 1.2.6 Understand how to appropriately manage boundary issues.
- Model appropriate boundaries in the helping field.
  - Identify strategies to manage boundaries.
  - Identify potential problems involved in the helping field in relation to boundaries.
- 1.2.7 Identify and understand ethical and professional issues facing Child and Youth Workers.
- Define transference and counter-transference.
  - Examine the cause of transference and counter-transference and how to effectively deal with it.
  - Examine a range of ethical issues in the helping field.
  - Incorporate strategies, which can be useful in dealing with ethical dilemmas.

- 1.2.8 Participate in the publication of a therapeutic activity manual for children.
- Identify creative, therapeutic activities suitable for children and youth with special needs (intellectual challenges, social challenges, physical challenges, mental health challenges and behavioural challenges).
  - Create curriculum based on needs and interests of children and youth.
  - Understand the multiplicity of challenges in activity planning with disturbed children/youth.
- 1.2.9 Assess the needs of a client and write goals appropriate to meeting those needs.
- Create appropriate goals and learning objectives for clients.
  - Apply a variety of strategies to meet goals.
  - Describe the key components of goal setting.
  - Practice writing goals.
  - Develop objective observation, inference (interpretation) and recording skills (observe and record behaviour).
  - Analyze the observed behaviours of children/youth.
- 1.2.10 Understand and articulate themes and purposes for your motivations for choosing a helping profession (values and beliefs).
- Develop an understanding of your own relationship skills and motivation for entering this field of work (motivation and self-assessment)
  - Practice self-reflection.
  - Define how to become an effective helper.
  - Incorporate one's own values and beliefs into the philosophical underpinnings of the Child and Youth Worker field.
  - Review the major stages in the life span.
  - Reflect on critical tasks at each of the stages of development, with particular attention to how a helper's own manner of dealing with these challenges influences working with clients with developmental concerns.

### **Instructional Delivery**

Class discussion, lectures, small-group exercises, seminars, in class assignments, multi-media use, and role-play.

### **Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                            |                            |                   |
|-----------------------------|----------------------------|----------------------------|-------------------|
| Theory Testing              | Activity Manual Assignment | Group Work – Presentations | In Class Exercise |
| 50%                         | 20%                        | 20%                        | 10%               |

|                                  |  |
|----------------------------------|--|
| Number:                          | 1.3  |
| <b>Title:</b>                    | <b>Developmental Issues in Childhood and Adolescence</b>         |
| Duration:                        | Total Hours: 45    Theory: 40    Practical: 5    Out of Class: 0 |
| Prerequisites:                   | None   |
| Co-requisites:                   | None   |
| Reference to Training Standards: | 5206.01, 5201.02, 5201.06, 5201.11, 5201.14, 5209.02, 5209.03    |

### **General Learning Outcome**

In Child and Youth Work practice, it is necessary to be aware of the continuum of “normal” development to be able to understand and assess any psychopathology and their manifestations in children and youth.

This course will examine, identify, and describe child and adolescent development from a chronological perspective, beginning with conception to the periods of infancy, childhood and adolescence. Specifically, emphasis will be on developmental tasks and needs in relation to the physical, cognitive, moral and social-emotional domains of holistic development. Emotional and behavioural difficulties that may arise due to interruptions of the normal developmental process will be examined.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.3.1            Describe the developmental process from conception to adolescence with special emphasis on the physical, cognitive, moral and social-emotive domains as each affects a particular stage or period.
- Understand the basic concepts in Human Development.
  - Understand what is development.
  - Summarize current research findings on development.
  - Describe the periods of development.
  - Compare normative development to individual development.
  - Critique resiliency research.

- 1.3.2 Discuss and differentiate theories of development e.g. psychosocial, cognitive, behavioural, learning, and moral as it impacts development.
- State and describe the major psychoanalytic, learning and cognitive theories and their differences.
  - List the major dimensions of each theory of development.
  - State the characteristics of the infant to include physical growth and motor development and the developmental issues of the neonate.
  - State the characteristics of early childhood, middle childhood and adolescence to include physical growth, motor development, and moral development.
- 1.3.3 Describe the developmental tasks and issues that affect the resolution in each of the stages up to and including adolescence.
- Describe the development in the Prenatal Period, Early Childhood, Middle Childhood and Adolescence.
  - Understand the factors affecting the Prenatal Stage, Early Childhood, Middle Childhood and Adolescence.
  - Describe Parent-Infant interactions.
  - State the importance of the Stage of Attachment/Autonomy.
  - Describe the role of early experience and the, caregivers influence in language acquisition.
  - Discuss the multilingual nature of language learning in Canada.
  - Explain the factors affecting the child's ability and their role in achievement.
  - Identify the main processes/stages that occur during each developmental stage.
- 1.3.4 Demonstrate an awareness and understanding of behavioural, developmental and psycho-social disorders and their impact on normal development in children and youth.
- Describe attachment, separation behaviours, and stranger anxiety.
  - Discuss factors that influence aggressive and prosocial behaviour.
  - Discuss the impact of parenting styles on personality and social development.
  - Recognize and explain key disorders that may impact children/youth at each stage of development.
  - Recognize and explain; eating disorders, drug abuse, and suicide.
  - Understand the reasons and how the adolescent struggles for independence.
  - Recognize and understand normal childhood illness.
  - Learn how to identify health problems with children/youth.

- 1.3.5 Explain how possible factors e.g. age, ability, race, class, gender, values, social expectations, environmental opportunities interact to affect the person’s development.
- Explain the development of self-awareness, self-concept, and self-esteem.
  - Explain the development of gender identity.
  - Summarize the impacts of parenting styles and peers on development.
  - Assess the effects of television and the media on development.
  - Explain the importance of quality relationships to development.
  - Discuss the impact of individual, culture and family on development.
  - Define basic genetic principles.
  - Examine cultural influences on development.
  - Explain gender differences in the child’s social milieu.
  - Recognize how each stage of development impacts family relationships.
  - Recognize effects of heredity, environmental factors, social relationships, cultural expectations, and self-concepts on development.
- 1.3.6 Identify the co-relating effects of nature and nurture in child and adolescent development.
- Describe the nature-nurture debate.
  - Understand principles and processes of genetics.
  - Explain how early development serves as a context for future development.

**Instructional Delivery**

Class discussion, lectures, guest speakers, small group exercises, seminars, in class assignments, and role-play.

**Grade Expectations**

Minimum ‘D’ Grade

| Evaluation Structure |                                       |
|----------------------|---------------------------------------|
| Theory Testing       | Participation and In Class Activities |
| 80%                  | 20%                                   |

|                                  |  |
|----------------------------------|--|
| Number:                          | 1.4  |
| <b>Title:</b>                    | <b>Childhood Disorders</b>   |
| Duration:                        | Total Hours: 45    Theory: 45    Practical: 0    Out of Class: 0       |
| Prerequisites:                   | None   |
| Co-requisites:                   | None   |
| Reference to Training Standards: | 5206.01, 5206.02, 5210.01, 5201.06, 5201.14, 5201.15, 5202.03, 5203.01 |

### **General Learning Outcome**

This course is designed to examine the psychopathology of infancy and childhood as part of a continuum of development. The exploration of disorders will focus on features, etiology, and treatment (including current medications). The course begins with an examination of the concepts of abnormality from a historical to current perspective, and an introduction to the diagnostic methods used in the children’s mental health field, with a focus on the Child and Youth Worker’s use of the Diagnostic and Statistical Manual of Mental Disorders. The main focus of the course is on the following childhood disorders: developmental challenged disorders, disruptive behaviour disorders, learning disorders, communication skills disorders, motor skills disorders and fetal alcohol spectrum disorder.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.4.1            Identify societal perspectives of abnormal behaviour from a historical and current perspective.
- Understand the meaning of “What is normal?”
  - Understand the historical perspective of psychopathology.
  - Understand signs and symptoms of mental health issues in infancy and childhood.
  - Identify and understand the etiology, treatment and application from a Biological, Psychoanalytic, and Learning perspective.
  - Explore the scientific methods and models of abnormality.
- 1.4.2            Identify the diagnostic methods used in the children’s mental health field.
- Understand issues and classification of children’s mental health concerns.
  - Learn the many assessment tools used to identify childhood disorders.
  - Review current mental health services within their historical perspective.
  - Understand the many clinical assessments that could be performed.



- 1.4.3 Identify the information contained in a standard children’s mental health diagnosis according to the Diagnostic and Statistical Manual of Mental Disorders.
- Learn about testing tools (e.g. psychological testing).
  - Understand the different mental health professionals, who, administer these tests.
  - Understand the use of the D.M.S. (Diagnostic & Statistical Manual of Mental Disorders).
  - Explore diagnostic classification and the multiaxial classification system and the DSM with a focus on history, definitions, diagnosis and criticisms of DSM diagnosis.
  - Understand the different theoretical perspectives in abnormal psychology
- 1.4.4 Identify the features of, the etiology of and the treatment approaches (including current medications) for childhood disorders.
- Demonstrate knowledge and understanding with; Developmental Challenged clients; Disruptive Behaviour Disorders (Attention-Deficit Hyperactive Disorder, Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Disorder); Learning Disorders (Reading, Mathematics, and Written Expression Disorders); Communication Skills Disorders (Expressive Language, Mixed Receptive Expressive Language, Phonological Disorders, and Stuttering); Motor Skills Disorder, and Fetal Alcohol Spectrum Disorder.
  - Identify and understand the many disorders common to this age group.
  - Understand the child’s mental health history.
  - Learn to recognize and report signs and symptoms of children’s mental health problems/disorders.
  - Understand the many aspects of these disorders; attention-deficit, conduct disorder, enuresis, separation anxiety, learning disabilities, mental retardation, autism, treatment of self-injurious behaviors, and depression.
  - Explore the features of these disorders and the etiology.

**Instructional Delivery**

Class discussion, lectures, guest speakers, small group exercises, seminars, in class assignments, and role-play.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                       |            |
|-----------------------------|-----------------------|------------|
| Theory Testing              | In Class Presentation | Assignment |
| 70%                         | 10%                   | 20%        |

|                                  |   |
|----------------------------------|---|
| Number:                          | 1.5   |
| <b>Title:</b>                    | <b>Counselling and Communication Skills</b>                       |
| Duration:                        | Total Hours: 30    Theory: 15    Practical: 15    Out of Class: 0 |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5203.03, 5203.03, 5203.06   |

### **General Learning Outcome**

Worker client relationships based on empathy and respect are essential to helping children and youth explore, clarify, and express their thoughts and feelings, which requires the Child and Youth Worker to be a skilled communicator. This course will introduce the student to the fundamental elements of the counselling process and the development of intra/interpersonal communication skills. Emphasis will be placed on the theory and practical skills necessary to therapeutically respond to troubled young people in a supportive, constructive and culturally sensitive manner. The student's development of active listening skills will be an integral part of this course, and therefore experiential in-class activities will be common.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.5.1            Discuss the key components of competent communication skills necessary to promote understanding and trust with clients as well as interact in a professional manner.
- Discuss the critical importance of relationships and effective communication in the practice of Child and Youth Work.
  - Identify and discuss the principles and common myths of interpersonal communication.
- 1.5.2            Describe the critical importance of relationships and effective communication in the practice of Child and Youth Work.
- Define, compare and contrast the meanings of self-concept and self-esteem.
  - Identify factors that shape the development of self-concept.
  - Describe how self-concept and our communication style effects our relationships with others, and in particular, children and youth.
  - Develop strategies for improving self-efficacy.

- 1.5.3 Identify and describe differences in non-verbal and verbal communication impacted by age, culture, background, experience, disability, and developmental status of children and youth.
- Identify cultural norms and elements.
  - Identify barriers to effective intercultural communication such as ethnocentrism, stereotyping, and prejudice.
  - Develop strategies for improving cultural competence.
  - Understand cultural differences in interpreting non-verbal messages.
  - Describe adjustments required based on differences in age, culture, background, etc.
- 1.5.4 Select and use forms of communication required by the situation and context.
- Explain the relationship between interpersonal perception and communication.
  - Identify factors that distort the accuracy of perception.
  - Discuss suggestions for improving perception checking.
- 1.5.5 Demonstrate necessary adjustments in non-verbal and verbal communication.
- Understand the importance of establishing boundaries with clients and develop strategies for communicating boundaries effectively.
  - Understand and use supportive approaches to relating to children and youth.
  - Explain the importance of congruency and how to use words to value and validate young people.
  - Describe the functions of non-verbal communication in relationships.
  - Formulate strategies for interpreting non-verbal messages accurately.
  - Understand the process of sending messages (verbal and non-verbal).
  - Understand the difference between feelings vs. acting.
  - Identify and describe the elements of non-verbal communication (mixed messages).
  - Describe how to send messages (verbally and non-verbally) that achieve the communication goal.
  - Understand the concept of active listening.

- 1.5.6 Demonstrate a variety of counseling and communication skills including: basic attending, use of minimal prompts, using “I” messages, perception checking, asking questions, paraphrasing, reflecting feelings, self-disclosure, conflict resolution, problem solving, and life space interviewing.
- Understand and explain the connections between thoughts, feelings, and behaviour.
  - Discuss how to recognize and share your feelings both positive and negative.
  - Discuss ways to help children and youth deal with feelings.
  - Develop strategies for managing difficult emotions in self and clients.
  - Identify your approach managing conflict.
  - Explain how to diffuse anger and apply problem-solving techniques to resolve differences.
  - Describe the five steps in assertive behaviour.
  - Practice using “I” language.
  - Discuss use of appropriate self-disclosure.
  - List barriers to effective listening and develop steps to improving listening and response skills.
  - Understand and practice empathic listening skills, including attending, use of questions, paraphrasing, emotions, reflecting feelings, and content.
- 1.5.7 Participate in an ongoing process of self-reflection and evaluation of their own interpersonal communication strategies to enhance professional competence in Child and Youth Work.
- Understand the dynamics of transference and counter-transference in helping relationships.
  - Demonstrate experiential and reflective learning.
  - Respond with understanding and feeling.
  - Demonstrate how to manage confrontation and conflict.
  - Identify factors that influence communication and interpersonal style.

**Instructional Delivery**

Class discussion, lectures, guest speakers, small group exercises, seminars, in class assignments, and role-play.

**Grade Expectations**

Minimum 'D' Grade

| <b>Evaluation Structure</b> |                      |                 |
|-----------------------------|----------------------|-----------------|
| Theory Testing              | Interview Assignment | Journal Writing |
| 60%                         | 20%                  | 20%             |

|                                  |   |
|----------------------------------|---|
| Number:                          | 1.6   |
| <b>Title:</b>                    | <b>Principles of Human Behaviour</b>                              |
| Duration:                        | Total Hours: 45    Theory: 30    Practical: 15    Out of Class: 0 |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | None  |

### **General Learning Outcome**

This course is designed to introduce the student to the discipline of Psychology. The goal of the course is to show, using methods of science, how phenomena such as learning, personality and abnormal psychology can be studied and explained.

Theoretical perspectives such as behavioural, psychoanalytical, psychobiological, and humanistic are used where applicable to demonstrate how diverse human phenomena are being studied.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.6.1            List the goals of psychology and describe the attainment of these goals from a perspective that views psychology as a scientific discipline.
- Explore what is psychology
  - Define, compare and contrast psychological perspective.
- 1.6.2            Describe the forces, which help shape emotional, cognitive, and social processes.
- Develop an example of classical conditioning in everyday life.
  - Develop an example of operant conditioning in the workplace.
  - Develop an example of observational learning in children/youth.
  - Explain classical conditioning, operant conditioning, and observational learning.
  - Summarize current research findings related to emotional, cognitive, and social processes.

- 1.6.3 Differentiate between the major theoretical models of behaviour (psychoanalytic, behavioural, humanistic, cognitive, and psychobiological) and identify their historical perspective.
- Define major terms and concepts employed by each theory.
  - Identify basic issues on which these theories are founded.
  - Interpret how each theoretical model of behaviour has influence in the field of Child and Youth Work.
- 1.6.4 Describe selected methods that characterize psychological research and evaluate their strengths and limitations.
- Define, compare and contrast methods of research.
  - Examine strengths and limitations of research.
  - Describe the principles of research.
  - Demonstrate an understanding of the state of consciousness.
  - Identify and explore the different sleep stages and disorders.
  - Demonstrate an understanding of neural functioning and drugs.
  - Build a model of neuron and explore its functioning under various drugs.
- 1.6.5 Identify and describe the basic concepts, principles and problems that characterize selected sub-fields of psychology.
- Understand personality and identify defence mechanisms and evaluate self on ocean model.
  - Explore the stages of memory.
  - Explore what is normal behaviour.
  - Identify the major disorders of DSM1V-T.R.
  - Develop and understanding of psychological disorders and biological treatments.
  - Understand the various types of psychotherapy and identify which perspectives are responsible for various types of therapy.

### Instructional Delivery

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

### Grade Expectations

Minimum 'D' Grade

| Evaluation Structure |             |
|----------------------|-------------|
| Theory Testing       | Assignments |
| 80%                  | 20%         |



|                                  |   |
|----------------------------------|---|
| Number:                          | 1.7   |
| Title:                           | <b>School Based Child and Youth Work</b>  |
| Duration:                        | Total Hours: 30    Theory: 30    Practical: 0    Out of Class: 0  |
| Prerequisites:                   | Number 1.2  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5207.08, 5207.01, 5204.06, 5202.05, 5201.06, 5206.04 5201.07, 5201.08, 5201.10, 5204.03, 5206.03, 5205.09, 5211.03, 5201.15 |

### General Learning Outcome

The role and definition of the Child and Youth Worker has expanded and changed dramatically over the years from a historically residential context to one that now includes a broad range of services, settings, and programs in Canadian schools. This course is designed to educate and clarify the philosophy, roles, and functions of the Child and Youth Worker in school-based settings as well as provide the student with the knowledge and understanding of how to apply Child and Youth Work methodology in classrooms. The focus will be on the specific theoretical approaches and classroom application of interventions and how the unique skills, abilities, and support offered by the Child and Youth worker can contribute to the social, emotional, and academic growth of students. How to form effective partnerships with teachers, school administrators, and other professionals will also be explored.

### Learning Outcomes/Content

Upon successful completion, the apprentice is able to:

- 1.7.1            Identify and describe the range of Child and Youth Worker roles and responsibilities that have evolved within school boards.
- Describe the evolution of school-based child and youth work.
  - Describe current trends and issues in special education.
- 1.7.2            Describe the roles and responsibilities of other members of the school team including: principals, classroom teachers, special education teachers, support staff, educational assistants, speech and language pathologists, social workers and psychologists.
- Identify and discuss the range of Child and Youth Worker roles, overall responsibilities and programs within schools.
  - Demonstrate strategies to further promote your professional skills and knowledge in school settings.

- 1.7.3 Provide behavioural assessments and analysis for intervention planning, and the development of individual educational or treatment plans.
- Understand the importance of creating a safe, cooperative and pro-social learning environment.
  - Distinguish between proactive, supportive, and reactive classroom management and point out the salient elements of each.
  - Identify common school/classroom behaviour problems such as showing off, out-of-seat behaviour, loud remarks, or verbal aggression.
  - Apply a range of intervention techniques such as token economies, group contingencies, self-management, S.N.A.P., problem solving, and behavioural contracts.
  - Define the role of the Child and Youth Worker in assessment including the I.P.R.C. process and use of Individual Education Plans.
  - Describe the use of observation, data collection, and the importance of record keeping.
  - Formulate goals and intervention plans.
  - Develop and apply a variety of specific intervention strategies and programs for problems such as school phobia and/or refusal, anxiety, A.D.H.D, learning difficulties, cognitive and developmental delays.
- 1.7.4 Model and employ a range of behaviour management, educational, and learning strategies for classroom application.
- Develop and apply a variety of specific intervention strategies and programs for special needs children in the classroom.
  - Describe the use and integration of social skills and theme programming for the purpose of enhancing social development.
  - Understand the role of the bully, the bullied and the bystander.
  - Develop prevention, identification and intervention strategies.
- 1.7.5 Design and implement activity and/or skill based programs on an individual or group basis with sensitivity to individual and cultural differences.
- Identify school safety issues and assess risk factors.
  - Assess level of risk and develop a safety plan.
  - Discuss the importance of following policies and procedures when responding to serious occurrences in the school system.
  - Understand the challenges and limitations of working as a team member with principals, teachers, parents and other agency personnel.
  - Discuss and develop strategies for forming positive working partnerships and for dealing with differences and/or conflicts.

**Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

**Grade Expectations**

Minimum 'C' Grade

| Evaluation Structure |             |
|----------------------|-------------|
| Theory Testing       | Assignments |
| 60%                  | 40%         |

|                                  |   |
|----------------------------------|---|
| Number:                          | 1.8   |
| <b>Title:</b>                    | <b>Residential Treatment</b>  |
| Duration:                        | Total Hours: 30    Theory: 30    Practical: 0    Out of Class: 0  |
| Prerequisites:                   | Number 1.2  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5207.08, 5207.08, 5207.01, 5204.06, 5202.05, 5201.06, 5201.07, 5201.08, 5201.10, 5204.03, 5206.03, 5205.09, 5211.03, 5201.15, 5206.04 |

### **General Learning Outcome**

This course introduces the student to the residential group care of children and youth. The course is designed to provide the student with an understanding and working knowledge of a variety of behavioural management techniques as well as methods to help develop therapeutic relationships with emotionally disturbed children. The course will also focus on the components necessary to establish and maintain a therapeutic milieu and include such issues as goal plans, communication networks, staff relationships, and the separation process for both young people and staff.

### **Learning Outcomes/Content**

Upon successful completion of this course the student will be able to:

- 1.8.1            Identify and describe the components necessary to foster and utilize therapeutic environments of a residential nature in a way that respects culture, promotes well-being and facilitates positive change for children, youth and their families.
- Promote professional teamwork.
  - Identify professional development of youth workers in residential programs that impact the milieu.
  - Examine the historical and contemporary issues in residential care for children and youth.
  - Develop a theoretical framework for understanding residential living and work.
  - Identify issues of importance for safety, hygiene, food, sleep, and routines in the daily care of children/youth in residential programs.

- 1.8.2 Employ basic preventive, supportive and corrective behaviour management techniques such as: planned ignoring, signal interference, proximity control, labelling, re-structuring, re-grouping, time-out, problem solving, positive reinforcement, and natural and logical consequences.
- Understand how behaviour is influenced.
  - Understand proactive and reactive limit setting.
  - Understand behavior management techniques for behavior change.
  - Identify related conditions for each behavior technique to be effective.
  - Understand therapeutic interventions.
  - Identify the connections between thoughts, feelings, and behavior and its implications for intervention.
  - Identify need for and structure of residential treatment/admission issues (residential treatment milieu).
  - Develop a repertoire of strategies to use when dealing with behavioural issues with children/youth.
- 1.8.3 Identify and explain the process of developing relationships with young people that are caring, purposeful, goal-directed and therapeutic in nature.
- Identify the complexities of the therapeutic relationship in residential programs.
  - Define the purpose of the role of the relationship in child and youth care practice.
  - Create a personalized workplace with clear boundaries.
  - Understand the primary goal for residential living.
  - Identify client responses to treatment and staff approaches.
  - Identify components necessary to create, utilize and maintain therapeutic environments, which promote, well being and facilitate positive change.
  - Understand the development of therapeutic working relationships.
- 1.8.4 Develop and write treatment goals for children, youth and their families, and design activities and intervention strategies that support these goals.
- Articulate treatment goals.
  - Identify priority in goal setting.
  - Learn how to develop appropriate plans of care and safety plans for children/youth.
  - Develop programming activities in residence based on treatment goals.
  - Identify elements involved in programming.
  - Identify the functions of therapeutic programming.
  - Understand therapeutic interventions.
  - Understand the development of treatment goals.
  - Prioritize needs set and articulate goals and management techniques.

- 1.8.5 Identify and describe the dynamics of the treatment separation process.
- Articulate the stages of separation.
  - Identify regressive behaviour and management techniques in relation to separation issues.
  - Identify dynamics of group structure for clients.
- 1.8.6 Describe the necessary ingredients for establishing and maintaining effective professional relationships within a residential team environment and the broader service delivery system.
- Understand the therapeutic milieu.
  - Identify the role of the child and youth worker in residence.
  - Learn how to work with a multi-disciplinary team.
  - Identify need for and structure of residential treatment/admission issues.
  - Examine the difference between pathology versus competency-based.
  - Identify various styles of co-workers conflict management, style of communications and management techniques.
  - Learn how to establish and maintain effective professional relationships within a residential team environment.
  - Identify the many forms of staff communication within the residential setting.
  - Understand individual and team expectation around daily living and functioning.
  - Identify the connections between thoughts, feelings, and behaviour and its implications for intervention.
  - Understand the development of therapeutic working relationships.
  - Identify client responses to treatment and staff approaches.

**Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

**Grade Expectations**

Minimum 'C' Grade

| Evaluation Structure |             |
|----------------------|-------------|
| Theory Testing       | Assignments |
| 75%                  | 25%         |

|                                  |   |
|----------------------------------|---|
| Number:                          | 1.9   |
| <b>Title:</b>                    | <b>Group Interaction in Child and Youth Work</b>                  |
| Duration:                        | Total Hours: 30    Theory: 20    Practical: 10    Out of Class: 0 |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5208.01, 5208.02, 5208.03   |

### **General Learning Outcome**

This course will examine the theoretical aspects of group process. The learner will gain knowledge of recognizing the elements of an effective group to include the stages, roles, leadership, communication patterns, and essential components that contribute to group dynamics. In class activities will contribute to the student's ability to participate in small group process.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.9.1            Examine the components of a small group and how each component contributes to the group process.
  - Create a collaborative environment.
  - Define what a group is, its terms and concepts.
  - Describe the advantages/disadvantages to group work.
  
- 1.9.2            Explain the current theories on stages of group development.
  - Identify and describe general systems theory, and its components and its influence on small group interaction.
  - Define content and process, and identify examples.
  - Identify and describe the stages of group development.
  
- 1.9.3            Discuss the importance of diversity, controversy and conflict within the small group.
  - Describe two kinds of trust.
  - Identify and describe the three important aspects of group climate.
  - Establish suggestions to increase group cohesiveness.
  - Define diversity.
  - Recognize the different learning styles.
  - Explain benefits of diversity.
  - Describe how to manage differences.

- 1.9.4 Identify the various roles and sources of power within a group.
- Classify leadership into traits, styles, influence and distributed action.
  - Illustrate interaction-process analysis.
  - Describe the roles of task vs. maintenance actions.
  - Demonstrate co-operative interdependence.
  - Give examples of norms and goals.
  - Explain social interdependence.
  - Analyze your personal conflict strategies.
  - Demonstrate different negotiation strategies.
- 1.9.5 Facilitate a group activity to demonstrate effective group process.
- Explain an effective decision.
  - Critique different methods of making a decision.
  - Explain factors that enhance a group decision.
  - Describe, structured controversy and constructive controversy.
  - Analyze the process and outcomes of controversy.
  - Generate advantages of controversy.
- 1.9.6 Examine various methods of observing group process.
- Describe types of observations.
  - List the characteristics of quality group observations.
  - Differentiate between factual observation and inference.
  - Review and examine observation and assessment tools.
  - Understand what to look for in groups.
  - Demonstrate and evaluate effective interpersonal communication.
  - Analyze patterns of communication.
  - Give examples of barriers to communication.

### **Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

### **Grade Expectations**

Minimum 'D' Grade

| <b>Evaluation Structure</b> |                       |                        |
|-----------------------------|-----------------------|------------------------|
| Theory Testing              | Observation/Recording | Participation in Group |
| 60%                         | 20%                   | 20%                    |



|                                  |  |
|----------------------------------|--|
| Number:                          | 1.10   |
| <b>Title:</b>                    | <b>Psychopathology in Childhood</b>                                    |
| Duration:                        | Total Hours: 45    Theory: 30    Practical: 15    Out of Class: 0      |
| Prerequisites:                   | Number 1.4   |
| Co-requisites:                   | None   |
| Reference to Training Standards: | 5206.01, 5206.02, 5210.01, 5201.06, 5201.14, 5201.15, 5202.03, 5203.01 |

### **General Learning Outcome**

This course is designed as a continuation of Level 1.4 (Childhood Disorders), providing the student with an examination of the psychopathology of childhood as part of a continuum of development. The exploration of mental health disorders will focus on features, etiology, and treatment (including current medications). The following childhood disorders are examined in this course: feeding or eating disorder, elimination disorders, anxiety disorders, selective mutism, reactive attachment disorder, tic disorders, stereotypic movement disorder, sleep disorders, and pervasive developmental disorders. The treatment needs of dual diagnosed clients will also be a focus of this course.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 1.10.1      Plan and write treatment goals for various disorders or combinations of disorders according to Children’s Mental Health guidelines.
  - Recognize unique features of each disorder in order to develop the most appropriate plan of action (goal setting).
  - Write a treatment plan including goals.
  
- 1.10.2      Design basic treatment programs for selected disorders.
  - Identify current treatment programs appropriate for each disorder.
  - Recognize the effects of treatment.
  - Identify current controversies regarding treatment.
  - Understand current medications effects used for each disorder.
  - Identify the advantages and disadvantages in the use of medication.

- 1.10.3 Identify the features of, the etiology of and the treatment approaches (including current medications for: Dual Diagnosed Clients, Feeding and Eating Disorders of Infancy or Early Childhood (Pica, Rumination Disorder, Anorexia Nervosa, and Bulimia Nervosa), Elimination Disorders (Enuresis and Encopresis), Anxiety Disorders (Separation Anxiety Disorder, Generalized Anxiety Disorder, Panic Disorder, Specific Phobia, Social Phobia), Reactive Attachment Disorder, Tic Disorders (Transient Tic Disorder, Chronic Motor or Vocal Tic Disorder, and Tourette’s Disorder), Stereotypic Movement Disorder, Sleep Disorders (Dream Anxiety Disorder, Sleep Terror Disorder, Sleepwalking Disorder, Primary Insomnia Disorder, Primary Hypersomnia Disorder, and Breathing Related Sleep Disorder), Pervasive Developmental Disorders (Autistic Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, and Asperger’s Disorder), and Fetal Alcohol Syndrome.
- Understand the impact of these disorders and explore the current treatment approaches.
  - Identify the features of each disorder.
  - Identify the etiology of each disorder.
  - Describe the common infancy and childhood disorders.
  - Observe patterns of behaviour with each disorder.

**Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

**Grade Expectations**

Minimum ‘C’ Grade

| Evaluation Structure |                      |
|----------------------|----------------------|
| Theory Testing       | In Class Assignments |
| 80%                  | 20%                  |

|                                  |  |
|----------------------------------|--|
| Number:                          | 1.11   |
| <b>Title:</b>                    | <b>Introduction to Family Development</b>                        |
| Duration:                        | Total Hours: 30    Theory: 24    Practical: 6    Out of Class: 0 |
| Prerequisites:                   | None   |
| Co-requisites:                   | None   |
| Reference to Training Standards: | 5209.01, 5209.02, 5209.09  |

### **General Learning Outcome**

This course introduces the student to family functioning from a developmental approach. The developing family will be studied from a historical perspective of the family as a social unit, modern compositions and the family life cycle to include the developmental tasks of each stage. In today's Canadian society, alternative family life styles, various cultural forms with their child parenting practices, will be explored.

Family violence will also be studied to realize its effect on development and task resolution.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 1.11.1        Discuss the history and evolution of the modern family in Canada.
- Explain the evolution of Modern Family Structure.
  - Understand the history of the child within the family and society.
  - Identify the impact of Industrial Revolution (pre and post) on the Family and the Child.
  - Identify the history of courtship in Canada.
  - Explain the importance of mate selection.
  - Explain how mate selection impacts the family life cycle.
  - Identify the adjustments within the family to the changes of the modern family (divorce, death, separation, etc.).
  - State the tasks/myths in stepfamilies, single parent families, etc.
  - Explain the difference between legal, social, and personal definitions of the family.
  - Define the terms “nuclear and extended” family.
  - Define state the purpose and parts of a Genogram.
  - Identify the family processes/chronology in the designing of a Genogram.

- 1.11.2 Identify the short and long term tasks in today’s alternative family lifestyles.
- Identify and be aware of alternative family forms in Canada.
  - State developmental tasks and problems in alternative family forms.
- 1.11.3 Describe the family life cycle, and the individual/family developmental tasks of each stage.
- Identify and explain the various theories and stages in the family life cycle.
  - State the definition of marriage and critical early marital tasks.
  - Identify the impact of marriage on family/individual life cycle.
  - Explain the effect of children on marriage.
  - Identify important dimensions in family functioning
  - Identify variations on family life cycle.
  - State other typologies in examining marriage and families.
- 1.11.4 Discuss the impact of cultural factors on family structure, development and parenting styles.
- Understand and recognize family structures in various cultural groups.
  - Develop an understanding of the impact of culture, roles, values on courtship, marriage and family structure.
- 1.11.5 Describe the development, and impact, of family violence on the functioning of the family.
- Understand the factors that contribute to the spouses’ hesitancy to deal with family violence
  - Understand the causes of family violence.
  - State how to help families with regards to family violence.

**Instructional Delivery**

Class discussion, lectures, group presentations, small group exercises, seminars, in class assignments, and role-play.

**Grade Expectations**

Minimum ‘D’ Grade

| Evaluation Structure |                     |              |
|----------------------|---------------------|--------------|
| Theory Testing       | Genogram Assignment | Presentation |
| 50%                  | 25%                 | 25%          |

# Level 2

## Reportable Subject Summary – Level 2

| Number | Reportable Subjects                                | Hours Total | Hours Theory | Hours Practical | Hours Out of Class |
|--------|--|-------------|--------------|-----------------|--------------------|
| 2.1    | Psychopathology in Adolescence and Early Adulthood | 60          | 50           | 10              | 0                  |
| 2.2    | Integrative Seminar 1                              | 15          | 15           | 0               | 0                  |
| 2.3    | Field Practicum Level 1                            | 257         | 5            | 0               | 252                |
| 2.4    | Clinical Recording and Presentation Skills         | 45          | 35           | 10              | 0                  |
| 2.5    | Family Dysfunctions and Therapies                  | 45          | 35           | 10              | 0                  |
| 2.6    | Laws Affecting Treatment Delivery                  | 30          | 24           | 6               | 0                  |
| 2.7    | Advanced Group Work Skills                         | 30          | 15           | 15              | 0                  |
| 2.8    | Multi-Modal Therapies in Child and Youth Work      | 45          | 35           | 10              | 0                  |
| 2.9    | Prevention and Management of Aggressive Behaviour  | 30          | 25           | 5               | 0                  |
|        | <b>Total</b>                                       | <b>557</b>  | <b>239</b>   | <b>66</b>       | <b>252</b>         |

Number: 2.1  
Title: **Psychopathology in Adolescence and Early Adulthood**  
Duration: Total Hours: 60 Theory: 50 Practical: 10 Out of Class: 0  
Prerequisites: Number 1.4 and Number 1.10  
Co-requisites: None  
Reference to Training Standards: 5206.01, 5201.03, 5201.04, 5201.05, 5201.14, 5201.02, 5201.06, 5201.15

### **General Learning Outcome**

This course is designed to provide a continuation of Number 1.4 and Number 1.10, focusing on the psychopathology of adolescence and young adulthood. Students will learn to recognize patterns of abnormal development, clinical syndromes, and gain insight into the etiology and treatment of these disorders. In addition the student will become familiar with the major classifications of psychoactive medications, and the drugs commonly abused by adolescents and young adults.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 2.1.1 Identify the major theoretical perspectives in etiology and treatment.
- Describe the etiology, symptomology and treatment of common disorders in adolescence and young adulthood.
  - Identify the many common disorders.
  - Describe conduct disorders, identify disorders, stereotyped movement disorders, eating disorders, impulse control disorders, personality disorders, dissociative disorders, and schizophrenia.
  - Review the developmental tasks of adolescence and early adulthood.
- 2.1.2 Demonstrate an understanding of psychiatric disorders and their manifestations in youth and young adults.
- Understand components of psychiatric disorders.
  - Describe the services and resources available to youth and young adults with psychiatric disorders.

- 2.1.3 Evaluate the role and efficacy of the use of medication in the treatment and management of psychiatric disorders.
- Describe drug effects and side effects and the Child and Youth Workers role in administering the drugs.
  - Review the uses and abuses of street drugs.
- 2.1.4 Articulate the use and function of the multi-axial diagnosis necessary to an understanding of psychiatric diagnosis and implications for treatment.
- Understand the mental health concerns that may occur in adolescence and young adulthood.
  - Articulate the use of multi-axial content and its meaning.

**Instructional Delivery**

Class discussion, lectures, group presentations, small group exercises, multi-media resources.

**Grade Expectations**

Minimum 'C' Grade

| Evaluation Structure |             |
|----------------------|-------------|
| Theory Testing       | Assignments |
| 80%                  | 20%         |



|                                  |  |            |              |                 |
|----------------------------------|--|------------|--------------|-----------------|
| Number:                          | 2.2  |            |              |                 |
| Title:                           | <b>Integrative Seminar 1</b>                         |            |              |                 |
| Duration:                        | Total Hours: 15                                      | Theory: 15 | Practical: 0 | Out of Class: 0 |
| Prerequisites:                   | None   |            |              |                 |
| Co-requisites:                   | Number 2.3   |            |              |                 |
| Reference to Training Standards: | 5203.04, 5212.02, 5212.03, 5213.05, 5203.01, 5203.05 |            |              |                 |

### **General Learning Outcome**

This course will provide the student with a small group forum, within which to discuss any appropriate field related issues that pertain to his/her work experience with young people and staff in Field Practicum 1. The seminar is intended to promote and facilitate the integration of theory and practice, as well as to provide peer support for problem solving and sharing successful experiences. Issues of client/staff confidentiality are reinforced, and the student will be evaluated on his/her Daily Observation Reports from Field Placement.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 2.2.1 Communicate effectively in oral, written and non-verbal forms according to the identified needs.
- 2.2.2 Discuss theory and its application to practice of Child and Youth Work.
  - Integrate theory with practical application.
  - Describe the interactive process between cognitive understanding and field practice.
- 2.2.3 Actively participate in discussion of Child and Youth professional practice, case dynamics and required interventions.
- 2.2.4 Record interactions and observations on a professional log format.
  - Develop an understanding of observation and inference.
  - Observe and record daily interactions with children/youth.
- 2.2.5 Assess the behavioural, developmental, and psycho-social strengths and needs of children/youth in the school based environment.

2.2.6 Utilize informal supervision and ongoing feedback as required.

- Discuss highlights of on-the-job performance.
- Identify supervision issues.

2.2.7 Interpret potential impact of trends and emerging issues in the field of Child and Youth Work.

**Instructional Delivery**

Class discussion, presentations, small-group exercises.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                      |                        |
|-----------------------------|----------------------|------------------------|
| Log Writing                 | Development of Goals | In Class Participation |
| 40%                         | 20%                  | 40%                    |

|                                  |  |
|----------------------------------|--|
| Number:                          | 2.3  |
| Title:                           | <b>Field Practicum Level 1</b>                                     |
| Duration:                        | Total Hours: 257    Theory: 5    Practical: 0    Out of Class: 252 |
| Prerequisites:                   | Criminal Reference Check   |
| Co-requisites:                   | Number 2.2   |
| Reference to Training Standards: | 5203.04, 5212.02, 5212.03, 5213.05, 5203.01, 5203.05               |

### **General Learning Outcome**

This practicum is designed to provide the student with the opportunity to work with special needs children or adolescents in a school based environment. The student will demonstrate a variety of skills as defined in the Child and Youth Worker Field Evaluation Manual. Some of these include: establishing supportive working relationships with young people, implementing various activities or group programs, utilizing appropriate behaviour management techniques, participating in supervision, and recording children's behaviour.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 2.3.1            Create and maintain a classroom/school environment that is clean, safe, predictable, student-focused and meets school and legislated standards.
- 2.3.2            Establish supportive, trusting relationships, which emphasize positive attributes of the students, and promote growth and development.
- 2.3.3            Select and implement behaviour management techniques as required to achieve classroom and individual goals, within school policy and procedures.
- 2.3.4            Provide care for student's physical needs such that needs are met as soon as possible, within school policy and legal requirements. Institute emergency procedures as required.
- 2.3.5            Plan and organize activities for and with students that meet identified needs and goals, within school policy and budget.
- 2.3.6            Implement planned activities with children in a manner which is enjoyable and meets goals for individual students and/or for the student group as a whole.
- 2.3.7            Establish and maintain effective working relationships with colleagues to enhance quality of education, providing support and backup.

- 2.3.8 Participate in one's own supervision to improve job skills and functioning.
- 2.3.9 Carry out ethical responsibilities as determined by placement organization to ensure that education provided meets student's needs, respects student's rights and carries out the mandate of the school.
- 2.3.10 Record information that is relevant, accurate, legally acceptable and supported by data, meeting applicable guidelines for format and time requirements.
- 2.3.11 Work effectively and constructively within school guidelines and policies to maximize work unit effectiveness and ensure no departures from policies.
- 2.3.12 Minimize dysfunctional stress to maintain high level of personal and professional effectiveness.

Reference must be made to the Child and Youth Worker Program Field Placement Evaluation Manual. The manual clearly addresses the various elements and tasks associated with each of the, above mentioned, Learning Outcomes.

The student will successfully demonstrate these tasks in a consistent and progressive manner throughout the duration of the field placement.

**Instructional Delivery**

Not applicable.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b>   |
|---|
| Submission of an evaluation by a Practicum Supervisor within the placement setting. A number of interviews with the designate CYW College Faculty regarding the related Learning Outcomes and skill areas. Self-evaluation; Journal Activity; Goal Setting. |

|                                  |   |
|----------------------------------|---|
| Number:                          | 2.4   |
| Title:                           | <b>Clinical Recording and Presentation Skills</b>                 |
| Duration:                        | Total Hours: 45    Theory: 35    Practical: 10    Out of Class: 0 |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5203.04, 5203.05, 5203.01, 5202.06, 5211.04, 5211.05              |

### **General Learning Outcome**

This course will provide the student the opportunity to learn to write and present professionally acceptable reports, including incident reports, clinical formulations, treatment plans, progress notes, clinical records and case histories.

This course will introduce the student to the major software packages used for record keeping and report production in school systems, Child Welfare services, Children's Mental Health Services, Criminal Justice and other residential and day treatment programs.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 2.4.1            Communicate effectively in oral, written, non-verbal, and electronic forms to enhance the quality of service.
- Write an informal and formal report.
  - Demonstrate how to competently write, read, speak and listen.
  - Demonstrate how to report information clearly and effectively in an oral presentation.
  - Demonstrate knowledge of electronic forms of communicating.
- 2.4.2            Write and present professionally acceptable reports including clinical formulations and histories, critical incident and physical intervention reports.
- Demonstrate how to conduct appropriate research, document sources properly, summarize accurately, and write persuasively.
  - Practice writing a variety of different professional reports.
  - Understand ethics in writing professional reports.
  - Demonstrate the importance of record keeping and report writing.

- Develop professional accountability.
- Develop effective writing in the areas of assessment reports', log writing, data collection, behavioural observation record, plan of care, and critical incident reports.
- Demonstrate knowledge of when and what to record in each of these reports.
- Understand the importance of objective writing in child protection.

2.4.3 Demonstrate an understanding of the Child and Adolescent Functional Assessment Scale, the Risk Assessment Tool, the Brief Child and Family Phone Interview, Incident Reports, and other documentation used in the field of Child and Youth Work.

- Use a variety of assessment tools.
- Practice using the above tools.
- Demonstrate an understanding of the much documentation used in the field of Child and Youth Work.
- Describe the uses of each of these tools.

2.4.4 Use a variety of computer hardware and software consistent with those used in the field.

- Demonstrate an understanding of the use of computer for recording and reporting.
- Develop comfort in working with a variety of computer programs appropriate to the field of Child and Youth Work.

### **Instructional Delivery**

Lecture, class discussion, presentations, small-group exercises, multi-media resources.

### **Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                             |                      |
|-----------------------------|-----------------------------|----------------------|
| Theory Testing              | Formal and Informal Reports | In Class Assignments |
| 50%                         | 30%                         | 20%                  |

Number: 2.5  
Title: **Family Dysfunctions and Therapies**  
Duration: Total Hours: 45 Theory: 35 Practical: 10 Out of Class: 0  
Prerequisites: Number 1.11  
Co-requisites: None  
Reference to Training Standards: 5209.01, 5209.09, 5209.03, 5209.06, 5209.07, 5209.08, 5209.04, 5209.05, 5209.02

### **General Learning Outcome**

The role of the Child and Youth Worker has, and continues to, change and evolve where training in family work, family assessment, child management, and child protection has become an essential part of their overall professional training and development. This course will address those changes and focus on the child/youth within the context of his or her family as well as emphasize the broader social, economic, cultural, and community environments.

There is a developing expectation that Child and Youth Workers understand and work with the whole family, not just the identified child or youth. Relationships in families are frequently complex and filled with subtleties, historical references, and unspoken rules understood only within the family context. This course is designed to aid the student in understanding the complexity of those relationships and their impact on the development of the child or adolescent.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 2.5.1 Describe how families function as social systems and the major factors that impact family functioning.
- Describe the significance of family systems and their impact.
  - Review the family life cycle.
  - Understand the many healthy and dysfunctional characteristics of families.
- 2.5.2 Identify the impact of social, cultural, and life events on members of the family and the ongoing transitions families experience throughout the family life cycle.
- Identify the impact of social, cultural, and life events on the family.
  - Understand how to work with culturally diverse families.
  - Understand the many dynamics within the family.
  - Understand the implications of life cycle on families.

- 2.5.3 Identify the ecological approaches to understanding children/youth within the context of their family.
- Identify the common influences that affect families (individual, immediate family, extended family, community, larger society).
  - Discuss family life stressors.
- 2.5.4 Develop a variety of child management strategies that will be instrumental in the change process within the family.
- Apply a range of intervention techniques for the promotion of change according to family needs.
  - Provide examples of child management strategies.
- 2.5.5 Develop an overview of theory development for practice on behalf of families.
- Describe the major theories of family therapy as they apply to the Child & Youth Worker.
  - Understand how these theories help facilitate family interaction that enables family's to meet their treatment goals.
- 2.5.6 Formulate a framework for family assessment approaches by writing a family assessment assignment.
- Practice use of family assessment model.
  - Learn how to write family assessments.
  - Describe the assessment process
  - Identify the key components to family assessments.
  - Describe the components of the formulation in assessments.
- 2.5.7 Apply a range of intervention techniques for the promotion of change according to family needs.
- Describe the assessment process and apply a range of intervention techniques for the promotion of change according to family needs.
  - Differentiate between specified family therapies (Bowen Family Therapy, Behavioural/Cognitive Therapy, Solution-Focused Therapy, Narrative Therapy, Structural, Strategic and Systemic Family Therapy).
- 2.5.8 Articulate the role of the Child and Youth Worker as well as other professionals in providing an integrated effort in supporting families.
- Describe common problems of beginning family clinicians (Child and Youth Workers).
  - Compare the difference between individual and family therapy.



- 2.5.9 Describe family dynamics within specific high-risk situations and families (particular emphasis on child protection issues).
- Describe characteristics of family crisis and understand common family crisis.
  - Learn how to work with high-risk families.
  - Identify at risk families and skills needed to work with them (Domestic Violence, Child Abuse in Families, Substance-Related issues).
- 2.5.10 Recognize the core skills needed for working with families in Child and Youth Work.
- Describe ethical and moral issues related to working with families.
  - Describe issues and strategies related to the completion of family work.
  - Understand how to work with a variety of different family types (single parent families, remarried families, gay/lesbian families, etc.)
  - Articulate the role of the Child & Youth Worker, as well as that of other professionals, in providing an integrated effort in the development of resources for families.
  - Understand the many professional issues in family therapy.
  - Explain the challenges of working with culturally diverse families.
  - Identify common ethical concerns when working with families.

**Instructional Delivery**

Lecture, guest speakers, class discussion, presentations, small-group exercises, multi-media resources.

**Grade Expectations**

Minimum 'C' Grade

| Evaluation Structure |                   |                   |                      |
|----------------------|-------------------|-------------------|----------------------|
| Theory Testing       | Family Assessment | Community Project | In Class Assignments |
| 40%                  | 25%               | 25%               | 10%                  |

|                                  |  |            |              |                 |
|----------------------------------|--|------------|--------------|-----------------|
| Number:                          | 2.6  |            |              |                 |
| Title:                           | <b>Laws Affecting Treatment Delivery</b>   |            |              |                 |
| Duration:                        | Total Hours: 30  | Theory: 24 | Practical: 6 | Out of Class: 0 |
| Prerequisites:                   | None   |            |              |                 |
| Co-requisites:                   | None   |            |              |                 |
| Reference to Training Standards: | 5210.06, 5213.03, 5200.09, 5200.08, 5200.01, 5201.13, 5207.02, 5202.02, 5202.06, 5207.07, 5202.01, 5211.01 |            |              |                 |

### **General Learning Outcome**

This course will provide the student with an overview of Canadian political structure and levels of government in order to provide a context in which the major pieces for legislation affecting Child and Youth Work may be examined.

The student will learn the main features of the Federal Criminal Law, including the Youth Criminal Justice Act and the Provincial Child and Family Services Act, the Education Act, and the Mental Health Act. The student will learn the role of the Child and Worker in relation to this legislation and the application of these laws in the justice system.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 2.6.1 Describe the structure of Federal, Provincial and Municipal governments.
- Understand the political structure and its impact on service delivery.
  - List how each of these structures relates to the work in the Child and Youth Work field.
- 2.6.2 Identify the division of powers of each jurisdiction.
- Discuss the roles and responsibilities of each jurisdiction of the government that relates to the field of Child and Youth Work.
  - Understand the legislative requirements in the field of Child and Youth Work.
  - Identify funding sources.
- 2.6.3 Describe the current legislation, which impact on professional practice and client rights.
- Demonstrate knowledge in the Child and Family Services Act, the Youth Criminal Justice Act, the Education Act, and the Mental Health Act.

2.6.4 Identify the legal and ethical responsibilities and limitations of service in the field of Child and Youth Work.

- Understand the limitations of the field, and the current difficulties in consistent service delivery.
- Explore some of the current issues that relate to the legislation (gang behaviour, bullying, sexual assault, etc.)
- Articulate the current ethical standards employed in the field, and the difficulties sometimes encountered in meeting these requirements.

**Instructional Delivery**

Lecture, guest speakers, class discussion, small-group exercises, multi-media resources.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |            |                      |
|-----------------------------|------------|----------------------|
| Theory Testing              | Assignment | In Class Assignments |
| 60%                         | 30%        | 10%                  |

|                                  |  |
|----------------------------------|--|
| Number:                          | 2.7  |
| Title:                           | <b>Advanced Group Skills</b>   |
| Duration:                        | Total Hours: 30    Theory: 15    Practical: 15    Out of Class: 0                        |
| Prerequisites:                   | Number 1.9   |
| Co-requisites:                   | None   |
| Reference to Training Standards: | 5208.02, 5208.04, 5208.05, 5203.01, 5203.04, 5203.05, 5208.03, 5208.01, 5208.06, 5208.07 |

### **General Learning Outcome**

This course is intended to help students develop the facilitation and leadership skills required for using groups as a therapeutic tool. The student will explore and consolidate the theoretical material acquired in Group Interaction in Child and Youth Work (Level 1.9). The student will also form and participate in practice group sessions each week. These practice sessions will provide the student with the opportunity to observe and apply the theoretical material and to develop and use observational, analytical, leadership, and facilitation skills.

The student will learn to recognize and deal with problem behaviours, conflict, decision-making, and problem solving. The student will learn practical approaches to facilitating groups of different ages and abilities of children and youth.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 2.7.1            Demonstrate the ability to observe and objectively describe, verbally and in writing, the process of group.
- Examine the therapeutic value of group.
  - Understand the phases of development and variables affecting group development.
  - Write group process notes.
  - Critique group process.
- 2.7.2            Use these observations to analyze the dynamics of a group.
- Understand the importance of group observation and analysis.
  - Learn what to look for in groups
  - Identify and understand the many roles seen in groups.

- Understand goals, hidden agendas and norms.
- Identify types and stages of group.
- Evaluate group success.
- Develop different helping skills to use in group.
- Give feedback/observation.

2.7.3 Plan, facilitate and evaluate therapeutic group activities for different ages and abilities of children and youth.

- Identify & understand the many roles played by members in small groups.
- Examine the theories of leadership and leadership styles.
- Understand the many attributes required to be an effective leader.
- Describe the advantages and disadvantages of co-leadership.
- Develop co-leadership skills through the process of running a group.

2.7.4 Recognize and deal with problem behaviours, conflict decision-making and problem solving.

- Recognize problems in the group and develop skills to solve them.
- Understand reasons behind conflict.
- Understand how to resolve conflict.
- Recognize and intervene in problems.
- Practice problem solving strategies.

### Instructional Delivery

Lecture, guest speakers, class discussion, small-group exercises, multi-media resources.

### Grade Expectations

Minimum 'C' Grade

| Evaluation Structure |            |                      |
|----------------------|------------|----------------------|
| Theory Testing       | Assignment | In Class Assignments |
| 30%                  | 40%        | 30%                  |

Number: 2.8  
Title: **Multi-Modal Therapies in Child and Youth Work**  
Duration: Total Hours: 45 Theory: 35 Practical: 10 Out of Class: 0  
Prerequisites: Number 1.7 and Number 1.8  
Co-requisites: None  
Reference to Training Standards: 5203.01, 5206.02, 5206.03, 5204.03, 5204.04, 5204.02, 5200.04, 5208.03

### **General Learning Outcome**

This course is designed to explore a variety of approaches to the treatment of children and youth. The course will focus on a Cognitive Behavioural based framework, within which diverse modes of treatment will be introduced including such topics as Art, Play, Children's Literature, Music, Movement, Television and other media.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 2.8.1 Implement, at a beginning level, concept of Cognitive Behavioural based treatment.
- To gain a basic framework for the study of cognitive behavioural treatment, and an overview of issues for children & their families when entering treatment.
- 2.8.2 Identify various treatment modalities and their impact within Child and Youth Work.
- Develop an understanding of where therapy fits in.
  - Review a variety of treatment modalities used with emotionally disturbed children/youth.
  - Critique treatment modalities.
  - Define basic principles of treatment.
  - Begin to see treatment as a transitional period.

- 2.8.3 Demonstrate an understanding of the use of various treatment modalities with specific populations of clients.
- Developing an understanding of the meaning of play.
  - Understand some of the varied forms of therapeutic play and its application to Child and Youth Work practice.
  - Discuss and use Art as a therapeutic tool.
  - Identify the symbolism in children’s art and it’s uses as a mode of treatment and assessment.
  - Identify and discuss the issues surrounding music and youth
  - Identify the impact of music on children and their development
  - Identify our own style and viewpoint with regard to music
  - Discuss and use Literature as a therapeutic tool.
  - Identify the issues inherent to television and our own style in the use/abuse of media.
  - Encourage children/youths participation in creative expression.
  - Consider the effects of television and the media on development.
- 2.8.4 Negotiate client-focused goals through consultation and interaction according to agency guidelines.
- Practice writing client-focused goals.
  - Define basic principles of well-written goals.
- 2.8.5 Develop a personal understanding of the issues faced by disturbed children and their families.
- Understand when treatment is necessary.
  - Examine the issues that bring children/youth and their families in for treatment.
  - Identify common issues children/youth and their families face.
  - Identify areas of client success.
- 2.8.6 Critique his/her own style and that of others.
- Develop own treatment style.
  - Utilize feedback from others on style of working with children/youth.
  - Compile a range of treatment skills.

**Instructional Delivery**

Lecture, class discussion, small-group exercises, presentations, multi-media resources.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |            |              |
|-----------------------------|------------|--------------|
| Theory Testing              | Assignment | Presentation |
| 50%                         | 30%        | 20%          |



Number: 2.9  
Title: **Prevention and Management of Aggressive Behaviour**  
Duration: Total Hours: 30 Theory: 25 Practical: 5 Out of Class: 0  
Prerequisites: Number 1.7 and Number 1.8  
Co-requisites: None  
Reference to Training Standards: 5200.05, 5202.05, 5207.02, 5207.08, 5200.06, 5212.07, 5200.11, 5207.01, 5204.06, 5207.03, 5207.04

### **General Learning Outcome**

This course is designed to provide the student with a working knowledge of crisis prevention and intervention techniques. The identification and understanding of escalating behaviour levels is paramount for the child and youth worker to be able to provide an appropriate response to young people exhibiting anxious, defensive, or physically acting out behaviour. The course will significantly focus upon the potential causes of aggressive behaviour, preventive and diffusion methods, personal safety measures, as well as the direct utilization of physical intervention and the follow-up counselling process. The current Ministry guidelines for the use of physical intervention will be examined. The model for this course is from one of the Ministry approved programs.

### **Learning Outcomes/Content**

- 2.9.1 Assess and describe the possible underlying dynamics, causing client's surface behaviour in relation to their current environments and culture.
- Identify staff approaches to behaviour levels.
  - Identify and describe a variety of techniques to deal with sadness, loss, and separation issues.
- 2.9.2 Identify and select effective therapeutic techniques to prevent, de-escalate and manage aggressive behaviour in child and youth.
- Develop prevention and diffusion techniques.
  - Describe the precipitating factors to aggressive behaviour.
  - Understand the cause-effect relationship between worker and client.
  - Use prevention and diffuse techniques.

- 2.9.3 Demonstrate personal safety techniques and non-harmful physical interventions to ensure a safe environment when dealing with clients' physically acting out behaviour.
- Identify productive and non-productive behaviours caused by fear.
  - Develop personal safety techniques.
  - Identify forms of physical attack and basic principles of personal safety.
  - Demonstrate blocks and release techniques.
  - Identify conditions that indicate appropriate use of a variety of techniques, e.g. Time-out.
- 2.9.4 Work with a team and demonstrate the components of teamwork and team leadership in crisis situations.
- Utilize a team approach demonstrating non-harmful control of a violent person.
  - Understand crisis development behavioral levels.
  - Identify staff approaches to behavioral levels.
  - Demonstrate physical intervention techniques.
- 2.9.5 Set and articulate client created objectives for the counselling session during the tension reduction stage of a crisis.
- Recognize tension reduction and describe counselling process.
- 2.9.6 Evaluate the team intervention strategies demonstrated within class, and provide constructive feedback towards necessary adjustments.
- Evaluate quality of demonstrated techniques.
  - Examine components of effective intervention strategies.
  - Identify adjustments needed for intervention strategies.
  - Differentiate between effective and in-effective intervention strategies.
  - Examine skills and make necessary changes.

**Instructional Delivery**

Lecture, class discussion, small-group exercises, live crisis prevention and intervention simulations.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b>   |            |                        |
|---|------------|------------------------|
| Theory Testing  | Assignment | In Class Participation |
| 40%<br>(Student must successfully pass the CPI certificate test as well.) | 30%        | 30%                    |

# Level 3

## Reportable Subject Summary – Level 3

| <b>Number</b> | <b>Reportable Subjects</b>                                   | <b>Hours Total</b> | <b>Hours Theory</b> | <b>Hours Practical</b> | <b>Hours Out of Class</b> |
|---------------|--|--------------------|---------------------|------------------------|---------------------------|
| 3.1           | Child Abuse  | 45                 | 35                  | 10                     | 0                         |
| 3.2           | Advanced Counseling Skills                                   | 45                 | 30                  | 15                     | 0                         |
| 3.3           | Integrative Seminar 2  | 15                 | 15                  | 0                      | 0                         |
| 3.4           | Field Practicum Level 2                                      | 517                | 5                   | 0                      | 512                       |
| 3.5           | Life and Social Skills Training                              | 30                 | 20                  | 10                     | 0                         |
| 3.6           | Administrative & Organizational Issues in Child & Youth Work | 30                 | 15                  | 15                     | 0                         |
|               | <b>Total</b>   | <b>682</b>         | <b>120</b>          | <b>50</b>              | <b>512</b>                |

|                                  |                    |            |               |                 |
|----------------------------------|--------------------|------------|---------------|-----------------|
| Number:                          | 3.1                |            |               |                 |
| Title:                           | <b>Child Abuse</b> |            |               |                 |
| Duration:                        | Total Hours: 45    | Theory: 35 | Practical: 10 | Out of Class: 0 |
| Prerequisites:                   | Number 2.6         |            |               |                 |
| Co-requisites:                   | Number 3.2         |            |               |                 |
| Reference to Training Standards: | 5200.09, 5212.08   |            |               |                 |

### **General Learning Outcome**

Child abuse, neglect and family violence are some of the most serious problems in society today. This course is designed to provide the student with an overview of child abuse in its many forms, including the causes, symptoms, family factors, indicators, disclosure, prevention, and treatment. The student will have the opportunity to discuss the implications of working with abused children and critique their own professional role in the treatment of abused children. The student will also be looking at the impact this work has on them as a professional.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 3.1.1      Articulate the historical implications of child abuse on today's culture.
- Describe the major forms of child abuse.
  - Identify the three levels on which they can occur.
  - Review how the history plays a part on today's society and their views on child abuse.
  - Identify what child abuse is.
  - Differentiate between misconceptions and misinformation.
- 3.1.2      Identify family relationships and their impact upon child abuse.
- Describe the impact of abuse on children/youth and their families.
  - Understand the causes and dynamics of abuse.
  - Identify the effects of maltreatment on the developing child.
  - Describe techniques that help support families and effect change.
  - Define the elements of high-risk caregiver behaviour.

- 3.1.3 Identify the signs and symptoms of physical abuse, emotional abuse, sexual abuse, neglect, and family violence.
- Examine the types of abuse children are subjected to.
  - Discuss the clues and cues.
  - Define all abuses.
  - Differentiate between discipline and punishment.
- 3.1.4 Demonstrate an understanding of the treatment implications of child abuse.
- Describe appropriate treatment services available to children/youth and families affected by child abuse.
  - Identify treatment services available in the community.
  - Understand when treatment is appropriate.
- 3.1.5 Examine feelings and biases regarding victims and perpetrators of child abuse.
- Describe impact on self and others.
  - Reflect on one's own feelings and discuss.
  - Examine personal beliefs, values, and bias and their impact on your work with children.
  - Demonstrate a series of coping skills with reactions to child abuse.
- 3.1.6 Recognize the core skills needed when working with abused children/youth and their families.
- Describe family roles, responsibilities and rights in relation to child abuse issues.
  - Practice techniques that support abused children/youth and their families.
  - Develop counseling skills effective to work with abused children.
  - Conduct a simulation (role play) to gain insight into child abuse issues.
  - Identify a variety of skills needed with this high risk group.
- 3.1.7 Develop an understanding of trauma (assessment and treatment) and how this may affect abuse survivors.
- Identify the many areas to assess to determine level of trauma.
  - Differentiate between assessment and treatment.
  - Define trauma and understand how it affects others.
  - Explore the possible impact of abuse on the child victim.
- 3.1.8 Understand normal sexual development.
- List the appropriate responses to expect from children/youth in relation to healthy sexuality.
  - Describe non-normative sexual behaviour.

- 3.1.9 Understand how child maltreatment effect's the developing child.
- Determine methods of assisting parents in maintaining positive parent-child relationship when child abuse is suspected.
- 3.1.10 Understand the complexities of vicarious trauma and its effects on the Child and Youth Worker.
- Identify own level tolerance to the topic.
  - Examine his/her own feelings in relation to child abuse and how this information can traumatize workers (secondary traumatization). The effects on the worker working with abused children/youth.
- 3.1.11 Develop an understanding of adolescent offenders and of children under 12 with sexual behaviour problems.
- Understand the complexities of offending behaviour with adults, adolescents and children.
  - Distinguish between the dynamics of each age group – compare and contrast.
  - Understand resilience.
- 3.1.12 Understand the impact of abuse on the developing child.
- Describe the impact abuse has on children/youth.
  - Examine the impact (long term and short term).
- 3.1.13 Develop an understanding of multicultural issues and their impact on abused children.
- Demonstrate sensitivity to diverse belief systems in raising children.
  - Identify the influence of culture on family life.
- 3.1.14 Review your existing knowledge around the child abuse protocol and the Child and Family Services Act.
- Describe the reporting laws and the systems response to child abuse.
  - Demonstrate steps to reporting suspicions of child abuse.
- 3.1.15 Articulate your understanding and the role you play in the disclosure process and the need to report.
- Describe the procedures involved when a child discloses an abuse.
  - Practice skills needed to support disclosures of abuse.
  - Follow required documentation procedures when recording suspected child abuse.
  - Review why children do not disclosure.
  - Implement strategies to respond effectively to disclosures.



### **Instructional Delivery**

Lecture, guest speakers, class discussion, presentations, small-group exercises, live simulations, multi-media resources.

### **Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                      |                 |
|-----------------------------|----------------------|-----------------|
| Theory Testing              | Live Simulation Exam | Project – Forum |
| 50%                         | 25%                  | 25%             |

**Number:** 3.2  
**Title:** **Advanced Counselling Skills**  
**Duration:** Total Hours: 45 Theory: 30 Practical: 15 Out of Class: 0  
**Prerequisites:** Number 1.5  
**Co-requisites:** Number 3.1  
**Reference to Training Standards:** 5205.01, 5205.02, 5205.03, 5203.03, 5205.04, 5205.05, 5203.06, 5205.06, 5205.07, 5205.08, 5205.09

### **General Learning Outcome**

The purpose of this course is to teach students how to establish a positive therapeutic rapport and counseling relationship with both children and adults. Students will learn basic attending and responding skills to use in the counseling session.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 3.2.1 Articulate the theoretical framework he/she uses in his/her counseling sessions.
- Examine counseling style.
  - Differentiate between counseling versus interviewing.
  - Engage in many basic skills of the interview: listening, influencing, and structuring an effective session.
  - Practice interviewing/counseling skills.
  - Conduct a counseling session.
- 3.2.2 Select and use counseling skills appropriate to the client's needs.
- Identify attending behaviours.
  - Know the value of open and closed questions, and when to use each type.
  - Develop a basic structure for the interview.
  - Practice basic listening skills.
  - Explore ethical issues of the therapeutic relationship by examining self-disclosure and other boundary issues.
  - Develop techniques for expressing empathy, warmth and support.
  - Develop a clear understanding of empathy and support.
  - Explore and develop questioning, paraphrasing and summarizing skills.
  - Consolidate active listening techniques.
  - Review techniques of active listening (verbal and non-verbal)

- 3.2.3 Set client centered objectives for each session, and for the counselling relationship.
- Identify attending behaviours.
  - Understand the value of paraphrasing.
  - Understand the skills and concepts to be used in a multicultural society.
  - Observe client behaviour during an interview and attach meaning to that behaviour.
  - Understand the importance of goal setting in counselling.
  - Understand the difference between paraphrase and reflection and when to use each.
  - Define steps towards goal setting.
  - Help client explore appropriate goals for their needs.
  - Demonstrate when and how to terminate a session.
  - Demonstrate how to terminate a relationship.
  - Identify when it is appropriate to transfer to another therapist and demonstrate how to do this.
- 3.2.4 Evaluate the success of the counselling session using client-centered objectives.
- Understand the many styles of communication used in counseling sessions.
  - Understand how to direct the conversational flow.
  - Define steps of termination.
  - Demonstrate how to deal with difficult issues and resistant clients.
  - Demonstrate how to use goal setting.
  - Describe how to use confrontation and resistance in brief therapy.
  - Differentiate between interviewing versus counselling with children.
  - Demonstrate how to gathering evidence in counselling sessions.
- 3.2.5 Use self-evaluation appropriately.
- Analyze your own natural style of helping and its impact on clients.
  - Utilize feedback from others in order to further develop skills.
  - Identify strengths as a clinician and challenges.
  - Define steps towards determining a personal style of counselling.
  - Evaluate results of counseling sessions.

**Instructional Delivery**

Lecture, class discussion, small-group exercises, live simulations, multi-media resources.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                      |  |
|-----------------------------|----------------------|--|
| Theory Testing              | Live Simulation Exam | Practice Exercises with Video-recordings |
| 20%                         | 30%                  | 50%                                      |

Number: 3.3  
Title: **Integrative Seminar 2**  
Duration: Total Hours: 15 Theory: 15 Practical: 0 Out of Class: 0  
Prerequisites: Number 2.2  
Co-requisites: Number 3.4  
Reference to Training Standards: 5213.01, 5212.01, 5212.02, 5212.03, 5201.14, 5203.02

### **General Learning Outcomes:**

This course will provide the student with a small group forum, within which to discuss any appropriate field placement issues that pertain to his/her work experience with young people and staff in Field Practicum 2. The Seminar is intended to promote and facilitate the integration of theory and practice, as well as to provide peer support for problem-solving and sharing successful experiences. Issues of client/staff confidentiality are to be reinforced and the student will be evaluated on the ability to professionally write and present a complete case conference assessment or progress report.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 3.3.1 Communicate effectively in oral, written and non-verbal forms to enhance the quality of service.
- Practice oral and written presentation skills.
  - Utilize appropriate terminology in the presentation of children/youth.
  - Create a mock case conference in which you present assessment material on a child/youth.
  - Utilize a variety of presentation styles.
- 3.3.2 Demonstrate competence in the creation and completion of a full case assessment/progress report, utilizing the report writing skills essential to the profession and abiding by the college English policy.
- Complete a full case assessment (or progress report), which describes behavior, interprets behavior clinically, and utilizes the report writing techniques essential to the field.

- 3.3.3 Assess the behavioural, various developmental, and psycho-social strengths and needs of children, youth, and their families with the residential treatment environment.
- Describe children’s strengths, needs, and interests.
  - Identify common trends in residential treatment.
  - Discuss the importance of assessment.
- 3.3.4 Discuss theoretical issues as they relate to the practice of child and youth work.
- Review Child and Youth Workers ethical responsibilities.
  - Create a learning experience.
  - Engage in the reflective process.
- 3.3.5 Identify and communicate issues within the field placement for discussion and problem-solving, within the seminar group. Actively participate in discussion of case dynamics and required interventions.
- Offer and receive support in dealing with placement problems.
  - Demonstrate professionalism.
  - Present personal experiences in the residential setting.
- 3.3.6 Utilize informal supervision and provide and receive on-going feedback as required.
- Provide feedback and constructive criticism essential to peers to encourage refinement of their skills.
- 3.3.7 Interpret potential impact of trends and emerging issues in the field of child and youth work.
- Identify issues within the Field Practicum 2 for discussion and resolution with the seminar group.

**Instructional Delivery**

Class discussion, small-group exercises, mock case conference.

**Grade Expectations**

Minimum ‘C’ Grade

| Evaluation Structure |                             |                      |
|----------------------|-----------------------------|----------------------|
| Participation        | Written clinical assessment | Mock Case Conference |
| 50%                  | 25%                         | 25%                  |

**Number:** 3.4  
**Title:** **Field Practicum Level 2**  
**Duration:** Total Hours: 517 Theory: 5 Practical: 0 Out of Class: 512  
**Prerequisites:** All level 1 Number s and Number 2.3, Criminal Reference Check  
**Co-requisites:** Number 3.3  
**Reference to Training Standards:** 5213.01, 5212.01, 5212.02, 5212.03, 5201.14, 5203.02

### **General Learning Outcome**

This course provides the student with experience working directly with emotionally/behaviourally disturbed children or adolescents in a therapeutic residential setting. The student will be given the opportunity to engage in therapeutic relationships with young people and possibly families, to promote growth and development. As well, this course affords students the opportunity to design, implement and evaluate individual and group therapeutic activities, employ effective intervention strategies which meet the needs and goals of young people, and to engage in professional relationships; participating effectively as a team member, consulting and working collaboratively to continuously improve the quality of service. This course also offers students the opportunity to identify the dynamics of client behaviour and of worker-client interaction.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 3.4.1 Develop and maintain a therapeutic physical environment that promotes overall well being and facilitates positive change for young people.
- 3.4.2 Establish supportive, trusting relationships, which emphasize positive attributes and strengths of the client.
- 3.4.3 Teach clients life and social skills.
- 3.4.4 Select and implement behaviour management techniques as required to help achieve treatment goals and maintain safety within agency policy and procedures.
- 3.4.5 Provide care for clients' physical needs such that needs are met as soon as possible, within agency policy and legal requirements.
- 3.4.6 Assess needs and identify activity goals in relation to the physical, emotional, cultural, and social needs of the client.

- 3.4.7 Plan and organize activities for and with clients that meet identified needs and goals within organization policy and budgets.
- 3.4.8 Implement planned activities with clients in a manner, which is enjoyable and meets treatment goals for each client and the client group.
- 3.4.9 Evaluate activities in progress and upon completion to determine their effectiveness in relation to identified client needs and treatment goals.
- 3.4.10 Initiate counselling effectively by creating a positive environment for interaction during planned or spontaneous sessions.
- 3.4.11 Actively facilitate informal client groups to maximize achievement of client treatment goals.
- 3.4.12 Develop treatment goals, which are specific, culturally relevant, attainable, and client oriented.
- 3.4.13 Participate effectively in multidisciplinary treatment team meetings as primary worker.
- 3.4.14 Establish and maintain effective working relationships with colleagues to enhance quality of care, providing support and backup.
- 3.4.15 Actively participate in one's own supervision to improve job skills and functioning.
- 3.4.16 Carry out ethical responsibilities as determined by the professional organization to ensure that care provided meets client needs, respects client rights and carries out the mandate of the agency.
- 3.4.17 Record information that is relevant, accurate, legally acceptable, and supported by data, meeting applicable guidelines for format and time requirements.

Reference must be made to the Child and Youth Worker Program Field Placement Evaluation Manual. The manual clearly addresses the various elements and tasks associated with each of the, above mentioned, Learning Outcomes.

The student will successfully demonstrate these tasks in a consistent and progressive manner throughout the duration of the field placement.



**Instructional Delivery**

Not applicable.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b>   |
|---|
| Submission of an evaluation by a Practicum Supervisor within the placement setting. A number of interviews with the designate CYW College Faculty regarding the related Learning Outcomes and skill areas; Self-evaluation; Journal Activity; Goal Setting. |

Number: 3.5  
Title: **Life and Social Skills Training**  
Duration: Total Hours: 30 Theory: 20 Practical: 10 Out of Class: 0  
Prerequisites: Number 2.8  
Co-requisites: None  
Reference to Training Standards: 5207.05, 5208.03, 5201.15, 5206.04, 5209.06, 5202.04, 5206.03, 5206.08, 5206.07, 5208.07, 5206.01, 5206.05, 5206.06

### **General Learning Outcome**

Social skills/life skills training has become a dominant method of intervention for many Child and Youth Workers who are employed in the educational system, community based programs, day treatment facilities, residential settings, child guidance clinics, and in-home guidance programs.

These skills are taught to children, youth and adults in order to expand on the individual's personal accomplishments, enhance self-esteem and self-efficacy, build assertiveness skills, and enhance anger management skills and increase adaptive and problem solving resources.

This course provides the student with the opportunity to design, organize, conduct and evaluate his/her own social skills/life skills curriculum. Students will be required to implement this developed curriculum in their place of work.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice is able to:

- 3.5.1 Develop effective group presentation skills.
- Define social skills and life skills goals.
  - Examine the therapeutic value of social/life skills.
  - Understand the importance of social/life skills.
  - Identify effective group presentation skills.
  - Demonstrate group presentation skills.
  - Implement curriculum at your place of work.

- 3.5.2 Design, advertise, and implement a social skills/life skills curriculum for emotionally disturbed children, youth, and/or families.
- Understand a variety of social/life skills models.
  - Identify educational terminology from a mental health perspective.
  - Identify the stages of curriculum design.
  - Identify elements in various curricula.
  - Summarize principles of curriculum design.
  - Utilize a variety of strategies to engage emotionally disturbed children, youth and their families in the learning process.
  - Gain experience in designing your own social skills or life skills program.
  - Understand the selection and design of the curriculum you develop.
  - Examine the procedures required to develop a social skills and life skills program.
  - Understand program proposals, program screening and interviews, program location, program member selection, pre/post testing, program referrals. And program evaluation.
- 3.5.3 Design, implement and tabulate an evaluation questionnaire that focuses on the student's curriculum, content, and presentation.
- Understand how to identify client deficits.
  - Understand how to develop and conduct a needs assessment and evaluation.
  - Clarify aspects of evaluation tools.
  - Tabulate an evaluation questionnaire and plan areas for change.
- 3.5.4 Effectively self evaluate the design and present his/her curriculum.
- Learn how to evaluate programs.
  - Recognize the need for evaluating programs.
  - Make the necessary changes based on evaluation results.
  - Share individual learning activities with class to expand repertoire and clarify aspects of learning activities.

3.5.5 Demonstrate skill in the design of learning activities that apply to a wide range of life and social skills topics.

- Use training skills to deliver interventions.
- Teach others what you have learned.
- Understand the importance of consolidating self-helping skills.
- Use self-helping skills to build on the client’s sense of self.
- Understand the many strategies required to transfer skills to your client.
- Understand the many strategies one can use while running social skills and life skills programs.
- Use a variety of strategies and skill building approaches such as; role-playing, therapeutic games.
- Ensure that these many strategies reflect the physical, emotional, cultural and social needs of the client.

**Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

**Grade Expectations**

Minimum ‘C’ Grade

| <b>Evaluation Structure</b> |                        |                    |
|-----------------------------|------------------------|--------------------|
| Theory Testing              | Curriculum Development | In Class Exercises |
| 20%                         | 60%                    | 20%                |

|                                  |   |
|----------------------------------|---|
| Number:                          | 3.6   |
| Title:                           | <b>Administrative &amp; Organizational Issues in Child &amp; Youth Work</b> |
| Duration:                        | Total Hours: 30    Theory: 15    Practical: 15    Out of Class: 0           |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5213.04, 5210.03, 5210.02, 5213.02, 5211.02, 5212.02, 5210.04, 5210.06      |

### **General Learning Outcome**

This course is designed to provide the student with an introduction to issues involved in the organization and administration of Child and Youth Work settings. Several themes central to the role of organizational structure, administration, evaluation, and supervision will be explored with a view to identifying and acquiring the skills involved.

### **Learning Outcomes/Content**

Upon successful completion, the apprentice will be able to:

- 3.6.1            Analyze the role of organized labour, government ministries and the private sector in relation to the public sector.
- Understand the roles of ministries, labour and the private sector.
  - Explain the organizational structure of a Child and Youth Worker setting.
  - Demonstrate an understanding of profit versus non-profit and charitable organization.
  - Describe the impact of the organizational structure of agencies, which provide services to children, youth, and their families.
- 3.6.2            Demonstrate the ability to describe and discuss the significance of the role and responsibilities of the supervisor in Child and Youth Work settings.
- Define the role of the supervisor.
  - Identify the components of a performance review.
  - Review supervisor styles.
  - Define the uses of supervision.
  - Describe the purpose, process, and procedure of evaluation formats.
  - Demonstrate the skills required to organize, chair, and record meetings.

- 3.6.3 Demonstrate the ability to relate the importance of organizational structure to children's services agencies.
- Define the role of mandate and philosophy and learn to write the same.
  - Identify the positions within a structure, their functions, and the skills necessary to fill them.
  - Demonstrate an understanding of organizational structure, including the role of voluntary boards of directors.
- 3.6.4 Demonstrate the ability to write policy and procedures statements.
- Define the difference between policy and procedure statements and learn to write them.
  - Learn some steps to effective meetings.
  - Examine components of hiring practices.
  - Identify the various types of professional documentation.
  - Write a program philosophy statement.
  - Design policies and procedures.
- 3.6.5 Demonstrate the ability to produce a model budget.
- Articulate the categories necessary in preparing a budget.
  - Understand the role and responsibilities of budget and finance.
  - Define the purpose of operating budget and capital budget.
- 3.6.6 Demonstrate the ability to design and present a format to evaluate programming.
- Evaluate quality of program.
  - Describe the use of evaluation.
  - Identify the purpose of evaluating programs.
- 3.6.7 Demonstrate the ability to design and implement fundraising and donation seeking activities in a professional manner.
- Examine components of fundraising and other donation seeking initiatives.

**Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |            |                    |
|-----------------------------|------------|--------------------|
| Theory Testing              | Assignment | In Class Exercises |
| 30%                         | 55%        | 15%                |

# Level 4



**Reportable Subject Summary – Level 4**

| <b>Number</b> | <b>Reportable Subjects</b>            | <b>Hours Total</b> | <b>Hours Theory</b> | <b>Hours Practical</b> | <b>Hours Out of Class</b> |
|---------------|---------------------------------------|--------------------|---------------------|------------------------|---------------------------|
| 4.1           | Research Methodology                  | 30                 | 10                  | 0                      | 20                        |
| 4.2           | Crisis Intervention                   | 30                 | 20                  | 10                     | 0                         |
| 4.3           | Integrative Seminar 3                 | 30                 | 20                  | 10                     | 0                         |
| 4.4           | Field Practicum Level 3 - Specialized | 730                | 10                  | 0                      | 720                       |
|               | <b>Total</b>                          | <b>820</b>         | <b>60</b>           | <b>20</b>              | <b>740</b>                |

|                                  |   |
|----------------------------------|---|
| Number:                          | 4.1   |
| <b>Title:</b>                    | <b>Research Methodology</b>   |
| Duration:                        | Total Hours: 30    Theory: 10    Practical: 0    Out of Class: 20   |
| Prerequisites:                   | None  |
| Co-requisites:                   | None  |
| Reference to Training Standards: | 5210.01, 5210.03, 5210.05, 5206.04, 5206.06, 5206.07, 5206.08, 5211.04, 5211.05, 5212.03, 5211.04, 5211.05, 5212.03, 5212.04, 5212.01 |

### General Learning Outcome

This course will introduce the student to the concepts of scientific enquiry including the experimental method, statistical reliability and validity and normal distribution. The student will also learn to do critical academic research using professional journals and books, and World Wide Web based sources.

### Learning Outcomes/Content

Upon successful completion, the apprentice will be able to:

- 4.1.1        Select an appropriate research topic in consultation with staff. The topic must relate to the field of Child and Youth Work.
- Research and evaluate information critically and objectively.
  - Identify a personal interest area relating to the Mental Health Field.
  - Network with other professionals, your resources needed to develop this research paper.
- 4.1.2        Produce an academically appropriate research paper using appropriate hardware and software.
- Demonstrate the ability to use individual and group consultation constructively.
  - Work in a tutorial group (A group to discuss your resources, problems, topic, ideas, your progress, etc.).
  - Understand how to conduct the necessary research for your independent study (reading, workshops, etc.).
  - Research and evaluate information critically and objectively.
  - Write a research paper using appropriate APA style referencing.

**Instructional Delivery**

Class discussion, tutorial support.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                |                          |                  |
|-----------------------------|----------------|--------------------------|------------------|
| Tutorial Attendance         | Research Paper | Annotated Reference List | Article Critique |
| 10%                         | 50%            | 25%                      | 15%              |

|                                  |  |
|----------------------------------|--|
| Number:                          | 4.2  |
| <b>Title:</b>                    | <b>Crisis Intervention</b>   |
| Duration:                        | Total Hours: 30    Theory: 20    Practical: 10    Out of Class: 0                        |
| Prerequisites:                   | Number 2.8 and Number 3.5  |
| Co-requisites:                   | None   |
| Reference to Training Standards: | 5200.01, 5204.06, 5205.01, 5206.01, 5200.05, 5200.11, 5212.08, 5200.08, 5200.09, 5212.07 |

### **General Learning Outcome**

This course will prepare students to deal with children and adolescents who are experiencing crises. The focus of the course will be on crisis intervention theory and the application of that theory to a wide variety of crisis situations (developmental and situational crisis).

This is an advanced level course, in which students will be expected to research various crises and illustrate their knowledge and their findings with fellow students through group discussions and role-playing. The student will pay particular attention to understanding and developing strategies to use with high-risk clients in crisis. An emphasis on the importance of establishing a strong working alliance with high-risk clients will be presented.

### **Learning Outcomes/Content**

- 4.2.1            Demonstrate a working knowledge of crisis theory.
- Explain what a crisis is?
  - Demonstrate and understanding of the historical background and how it influences crisis theory.
  - Understand some models of crisis intervention.
- 4.2.2            Engage in crisis counselling as a Child and Youth Worker.
- Practice crisis counselling.
  - Recognize the many methods of crisis counseling (intervention by phone, intervention by police, intervention by clinicians, etc.).
  - Develop skills in crisis counselling.
  - Engage in self-reflection.
- 4.2.3            Distinguish between developmental life crises and situational crises and intervene as required.
- Define and give examples of developmental and situational crises.
  - Recognize the appropriate interventions.

- 4.2.4 Utilize his/her counselling skills in a crisis situation.
- Model crisis counselling skills.
  - Recognize effective counselling skills in crisis work.
- 4.2.5 Develop specific interventions when dealing with suicidal clients.
- Develop skills in intervening in crises.
  - Demonstrate effective crisis intervention skills
  - Develop crisis counselling skills.
  - Learn how to communicate effectively with those in crisis.
- 4.2.6 Recognize, identify and apply a variety of crisis intervention strategies with high- risk populations.
- Identify first-order and second-order intervention.
  - Understand the clinical principles underlying crisis theory.
  - Identify when crisis is a danger.
  - Develop suicide intervention/prevention skills.
- 4.2.7 Develop an understanding of a variety of crises and how to appropriately intervene (rape, abuse, violence, substance abuse, death, illness, loss and grief, suicide, self-harming behaviour, family crisis, and developmental life crises).
- Demonstrate knowledge in a variety of crisis issues.
  - Understand the need for assessment and intervention.
  - Assess in crisis intervention, listen in crisis intervention, and act in crisis intervention and counsel difficult clients.
  - Understand basic theoretical considerations, basic intervention strategies, and basic case handling.
  - Learn the typical reactions of children in crisis.
  - Develop skills in working with crises involving the family.
  - Learn how parents can help their children cope through a crisis.
  - Demonstrate a working knowledge of loss issues in crisis theory.
  - Learn about other issues involved in crisis (e.g. P.T.S.D. and Crises of Victimization).
  - Understand how to handle specific crises.
  - Understand the dynamics of the crisis, how to provide counseling to the crisis, intervention strategies specific to that crisis, prevention strategies, and treatment.
  - Gain knowledge on the following specific crisis; suicide, post traumatic stress disorder, sexual assault, woman battering, chemical dependency, bereavement and grief, and violence in institutions.

- 4.2.8 Identify the impact of social, cultural, and life events on individuals in crisis.
- Demonstrate a working knowledge of various ethical considerations in the field of crisis intervention.
  - Understand the legal implications of crisis intervention.
  - Understand the multi-cultural perspective of crisis intervention.
  - Develop an understanding of ethical, professional, and multicultural issues related to crisis theory.
- 4.2.9 Identify your own needs for emotional support in an effort to prevent burnout.
- Describe vicarious trauma and its effects on clinicians.
  - Discuss the impact of trauma on clinicians.
  - Develop strategies to prevent burnout.
  - Differentiate between stress and crisis.
  - Understand helping professionals in crisis.
  - Understand the dynamics of burnout and intervention strategies for burnout.

**Instructional Delivery**

Class discussion, lectures, demonstrations, small group exercises, multi-media use, and in class assignments.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                   |                           |
|-----------------------------|-------------------|---------------------------|
| <b>Theory Testing</b>       | <b>Assignment</b> | <b>In Class Exercises</b> |
| 50%                         | 30%               | 20%                       |

|                                  |  |            |               |                 |
|----------------------------------|--|------------|---------------|-----------------|
| Number:                          | 4.3  |            |               |                 |
| <b>Title:</b>                    | <b>Integrative Seminar 3</b>   |            |               |                 |
| Duration:                        | Total Hours: 30  | Theory: 20 | Practical: 10 | Out of Class: 0 |
| Prerequisites:                   | Number 2.2 and Number 3.3  |            |               |                 |
| Co-requisites:                   | Number 4.4   |            |               |                 |
| Reference to Training Standards: | 5203.04, U55203.05, 5211.05, 5213.05, 5210.04, 5212.01, 5212.02, 5212.03, 5202.01, 5211.01 |            |               |                 |

### General Learning Outcome

This course will provide the student with an opportunity to present a clinical assessment or progress report in a clinical assessment or progress report in a professional manner (verbally and in writing) and to facilitate the ensuring discussion of case dynamics within the seminar group. The format will be a simulation of a case conference, and attending students shall be designated certain roles (e.g. child/youth, mother, father, or a related professional discipline) in order to reflect current practices and to provide the presenter with appropriate feedback in relation to the reactions from each role player. Time will also be provided, within the small group forum, for general discussion of important issues, and concerns that the student brings forth, in relation to client' functioning, treatment approaches and treatment services. Issues of client/staff confidentiality will be strongly reinforced.

### Learning Outcomes/Content

Upon successful completion, the apprentice will be able to:

- 4.3.1      Communicate effectively in verbal, non-verbal and written forms to demonstrate integration of theory and practice of clinical, recording and conferencing skills.
- Practice presentation skills.
  - Create a mock case conference in which you present assessment material on a child or youth.
  - Complete a full case assessment (or progress report), which describes behaviour, interprets behaviour clinically, and utilizes the report writing techniques essential to the field.

- 4.3.2 Critically appraise and discuss case dynamics and treatment plans from seminar presentations.
- Provide feedback and constructive criticism essential to peers to encourage refinement of their skills.
  - Identify issues within the Field Practicum 2 for discussion and resolution with the seminar group.
- 4.3.3 Contribute to the team environment in a manner that reflects an attitude of professionalism as determined by professional ethics.
- Review Child and Youth Workers ethical responsibilities.
  - Create a positive learning experience.
  - Engage in the reflective process.
  - Offer and receive support in dealing with placement problems.
  - Demonstrate professionalism.

**Instructional Delivery**

Class discussion, small-group exercises, mock case conference.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b> |                             |                      |              |
|-----------------------------|-----------------------------|----------------------|--------------|
| Participation               | Written clinical assessment | Mock Case Conference | Goal Setting |
| 25%                         | 25%                         | 25%                  | 25%          |



|                                  |  |
|----------------------------------|--|
| Number:                          | 4.4  |
| <b>Title:</b>                    | <b>Field Practicum Level 3 - Specialized</b>   |
| Duration:                        | Total Hours: 730    Theory: 10    Practical: 0    Out of Class: 720                      |
| Prerequisites:                   | Number 2.3 and Number 3.4, Criminal Reference Check                                      |
| Co-requisites:                   | Number 4.3   |
| Reference to Training Standards: | 5203.04, 5203.05, 5211.05, 5213.05, 5210.04, 5212.01, 5212.02, 5212.03, 5202.01, 5211.01 |

### **General Learning Outcome**

This course provides the student with the opportunity to acquire experience working directly with emotionally/behaviourally/psychologically troubled young people in an area of treatment service that is of particular interest to him/her.

The student will successfully demonstrate the skills and learning outcomes as outlined in the Child and Youth Worker Programs' Field Placement Evaluation Manual.

### **Learning Outcomes/Content**

- 4.4.1            Interact in a professional manner and carry out ethical responsibilities as determined by the professional organization to ensure that service provided meets client needs, respects client rights and supports the mandate of the agency.
  
- 4.4.2            Foster and utilize therapeutic environments that respect culture, promote overall well being and facilitate positive change for children, youth and their families.
  
- 4.4.3            Establish supportive, therapeutic relationships that promote growth and development of clients.
  
- 4.4.4            Implement effective behaviour management techniques, as required, to ensure safety and to help achieve clients' treatment goals, within agency policy and legislative regulations.
  
- 4.4.5            Plan, implement and evaluate activities with clients that help meet identified needs and goals for the individual and/or for the client group.
  
- 4.4.6            Employ effective Counselling skills and interviewing skills that meet the needs and goals of children, youth and their families.
  
- 4.4.7            Employ effective group work skills that meet the needs and goals of children, youth, and their families.

- 4.4.8 Participate effectively in the coordination of treatment services that help meet the needs of children, youth, and their families.
- 4.4.9 Establish and maintain professional working relationships with colleagues that enhance the quality of service for children, youth, and their families.
- 4.4.10 Record information that is relevant, accurate, legally acceptable and supported by behaviour observations, meeting applicable guidelines for format and time requirements.
- 4.4.11 Perform on-going self-assessment and self-care to promote awareness and enhance professional competence.
- 4.4.12 Identify and use professional development resources and activities that promote professional growth.
- 4.4.13 Design and implement strategies that promote client advocacy and community education to enhance psycho-social development in children, youth and their families.

**Instructional Delivery**

Not applicable.

**Grade Expectations**

Minimum 'C' Grade

| <b>Evaluation Structure</b>   |
|---|
| Submission of an evaluation by a Practicum Supervisor within the placement setting. A number of interviews with the designate CYW College Faculty regarding the related Learning Outcomes and skill areas; Self-evaluation; Journal Activity; Goal Setting. |



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