YC218

Issues in Child and Youth Care

3 Credits

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Revised:	
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YC218 Version: 1

Issues in Child and Youth Care

Calendar Description

This course explores a variety of issues relating to the field of Child and Youth Care. Students have the opportunity to connect the knowledge from their previous course work to current issues and trends. Emphasis is placed on students developing critical thinking skills by listening to guest speakers, field trips, media (DVD) or examining research articles on current topics.

Rationale

This is a required course for Child and Youth Care students. Animal Assisted Therapy is a unique and growing field in working with children, youth and families. This course explores why animals are currently being recognized as effective people helpers. An overview of the different ways animals have been helping people throughout history will be provided with an in depth look at their role in assisting people in need. Students should take this course to gain a better understanding of the human-animal bond and the benefits animals can provide to people in need. This course will be taught by the owner and founder of the Dream Catcher Nature-Assisted Therapy Association.

Prerequisites

None

Co-Requisites

None

General Course Goals

Upon successful completion of this course, students will be able to

1. articulate personal values and beliefs in relation to working with animals as an effective medium for helping children, youth, families.
2. identify the scope of Animal Assisted Therapy within in the practice of the Child and Youth Care field.
3. describe alternate methods of partnering with animals to help children, youth and families.

4. list effective approaches with animals to helping children, youth and families.
5. describe a range of settings providing Animal Assisted Therapy in which Child and Youth Care practitioners can be employed in terms of their roles and functions in programs and the critical issues that are associated to each setting.
6. discuss the value of different animals for each child, youth and family in an individual, client-centered manner when using Animal Assisted Therapy.

Essential Employability Skills

Essential employability skills are critical for workplace success and lifelong learning. Lakeland College prepares its graduates for the workplace and lifelong learning by integrating and promoting essential employability skills development in its curricula. Each credit course offered at Lakeland College emphasizes one or more of the following five essential employability skills:

A. **Communication Skills** that enable individuals to listen, interpret, express, and convey knowledge and ideas so that they are received and understood.
B. **Teamwork Skills** that enable individuals to respect the thoughts and opinions of others as they work together to plan activities, meet deadlines, complete projects, and contribute to an organization's goals.
C. **Critical Thinking Skills** that enable individuals to conceptualize and analyze issues from various perspectives while rationally evaluating the strengths and limitations of each perspective and deciding what action to take.
D. **Adaptability Skills** that enable individuals to respond quickly, willingly, and positively to new conditions and changing times.
E. **Positive Attitude and Behavioural Skills** that enable individuals to be confident about themselves and to deal with people, problems, and situations with honesty, integrity, and personal ethics.

Please refer to the Knowledge/Skills Matrix of this course outline to review the essential employability skills emphasized in this course.

Resource Materials

***Required Text(s)*:**

None

***Reference Text(s)*:**

None

Conduct of Course

Lecture, class discussion, group exercises, videos, field trip and guest speakers are used to deliver the course content. Participation is necessary.

Class Dates & Times:

Friday, September 12, 2008 – 5:30 pm to 8:30 pm
Saturday, September 13, 2008 – 9:00 am to 4:00 pm

Friday, September 26, 2008 – 5:30 pm to 8:30 pm
Saturday, September 27, 2008 – 9:00 am to 4:00 pm
Sunday, September 28, 2008 – 9:00 am to 4:00 pm

Friday, October 17, 2008 – 5:30pm to 8:30 pm
Saturday, October 18, 2008 – 9:00 am to 4:00 pm
Sunday, October 19, 2008 – 9:00 am to 4:00 pm

Saturday, October 25, 2008 – 9:00 am to 4:00 pm Field Trip to Dream Catcher

Office:

TBA, email: ebona@telusplanet.net

Office Hours:

Anytime via email or after classes. Special appointments can be arranged via email or by calling (780)922-1047

Evaluation Procedures

The requirement for marks in this course consists of a Research Paper and attendance to group exercises. The grading system is composed of the four aspects of the paper to be submitted throughout the course. A possible 100 points can be obtained by completing the aspects of the paper required for this course and attending the group exercises. Students must complete all four aspects of the paper to obtain a final grade.

Research Paper	95 points
Class Participation and Attending Group Sessions	5 points
Total	100 points

Knowledge/Skills Matrix

Students apply and demonstrate their knowledge and skills to use

A. Communication Skills

A1. by listening, reading, interpreting information, and communicating effectively	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6

A2. by using written, spoken, and/or visual formats and media to communicate and meet needs of each particular audience	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6
A3. by using libraries, Internet, technical publications, journals and other sources to find pertinent information	
	Evaluation(s)/Goal(s): Research Paper/1, 2, 3, 4, 5, 6

B. Teamwork Skills

B1. by using interpersonal skills to create an atmosphere that maximizes the strengths of group members to accomplish tasks	
	Evaluation(s)/Goal(s): Class Participation and Attending Group Sessions/1, 3, 4, 6
B2. by using interpersonal skills to resolve conflict, relate to others, and assist others	
	Evaluation(s)/Goal(s): Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
B3. by contributing and listening to others as group determines realistic objectives, prioritizes tasks, and identifies resources and timelines	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5
B4. by treating other members of the group open-mindedly and fairly	
	Evaluation(s)/Goal(s): Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
B5. by developing tactics/strategies to accomplish tasks	
	Evaluation(s)/Goal(s): Class Participation and Attending Group Sessions/1, 2, 3, 4

C. Critical Thinking Skills

C1. by seeing critical thinking as a lifelong process of self-assessment	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
C2. by examining problems closely	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
C3. by examining beliefs, assumptions, and opinions, and weigh them against the facts	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6
C4. by seeking out the truth	
	Evaluation(s)/Goal(s): Research Paper/1, 2, 3, 4, 6
C5. by finding solutions; make decisions	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
C6. by incorporating new ideas that may not necessarily agree with previous thought on the topic	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6
C7. by seeing connections between topics and use knowledge from other disciplines to enhance reading and learning experiences	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6

D. Adaptability Skills

D1. by working independently or as part of team	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6

D2. by carrying out multiple tasks or projects	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
D3. by being innovative and resourceful: identify and suggest alternative ways to get the job done	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
D4. by being open and respond constructively to change and uncertainty	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 5, 6

E. Positive Attitude and Behavioural Skills

E1. by dealing with people, problems, and situations with honesty, integrity, and personal ethics	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
E2. by showing interest, initiative, and effort	
	Evaluation(s)/Goal(s): Research Paper, Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
E3. by affirming the need for positive solutions and encourage positive interaction and feedback	
	Evaluation(s)/Goal(s): Class Participation and Attending Group Sessions/1, 2, 3, 4, 6
E4. by balancing personal and family activities with job-related activities	
	Evaluation(s)/Goal(s): Class Participation and Attending Group Sessions/1, 2, 3, 4, 6

Grades

A minimum grade of D (1.0) is required to pass this course. However, students must acquire an overall G.P.A. of 2.0 to meet graduation requirements.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-60	61-65	66-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. More than four (4) absences per course, per semester, may result in probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance in classes.

Course Units/Calendar

Personal Values and Beliefs

a. awareness of diversity of people and animals
b. awareness of bias regarding people and animals
c. awareness of personal approaches with people when working with animals
d. understanding roles and responsibilities within Animal Assisted Therapy, Activities and education

Professionalism and Ethics

a. understanding of scope of practice in Animal Assisted Therapy, Activities and Education
b. professional conduct
c. CYC, human and animal ethics

Scope of Child and Youth Care

a. areas of service
   - Hospitals
   - residential treatment
   - rehabilitation
   - justice
   - school based
   - child day care
   - early intervention
   - parent education
   - recreation
   - social services

b. types of animal intervention
   - Animal Assisted Therapy
   - Animal Assisted Activities
   - Animal Assisted Education
   - Equine Facilitated Mental Health
   - Equine Facilitated Counselling
   - Equine Assisted Psychotherapy
   - Therapeutic Riding
   - Pet Visitation
   - Equine Assisted Growth and Learning
   - Assistance Animals

Appendix A

Research paper

Purpose
This assignment gives students an opportunity to become familiar with the different ways animals are (and can be) partnered with to help people.

This project is broken down into three aspects of development, each to be submitted on a different date and each worth a different total of marks. In total, the three aspects of this project are worth 80% of the students' overall mark.

Procedure

1. **Students must submit a topic that they would like to research involving a specific species of animal helping a particular population of people. This topic must be submitted via email to ebona@telusplanet.net for approval by September 19, 2008.**

Ideas for species of animals can include but are not limited to:

- Horses
- Donkeys
- Llamas
- Sheep
- Goats
- Amphibians
- Fish
- Mammals (e.g., dolphins)
- Reptiles
- Dogs
- Cats
- Rodents
- Fowl
- Wildlife
- Birds

Ideas for populations in need of assistance (this is not a conclusive list):

a. People with mental health issues, i.e.:
    - Anxiety
    - Autism/Asperger's
    - Addictions
    - Attention Deficit Disorders
    - Bipolar Disorder
    - Borderline Personality Disorder
    - Conduct disorder

- Schizophrenia
- Fetal Alcohol Spectrum Disorders
- Attachment Disorders
- Eating Disorders
- Identity Disorders

b. People with Disabilities/Illnesses:
- Learning Disabilities
- Brain Injury
- Blind
- Deaf and Hard of Hearing
- Processing Disorders
- Cerebral Palsy
- Multiple Sclerosis
- Down's Syndrome

c. People in certain age categories
- Seniors
- Early Intervention
- Youth at Risk
- Adults with Disabilities

Ideas for Types of Animal Intervention (not conclusive):

- Animal Assisted Therapy
- Animal Assisted Activities
- Animal Assisted Education
- Equine Facilitated Mental Health
- Equine Facilitated Counselling
- Equine Assisted Psychotherapy
- Therapeutic Riding
- Pet Visitation
- Equine Assisted Growth and Learning
- Assistance Animals

2. **Using resources such as the library and credible internet sites, students must conduct a Literature Review and write a summary of at least seven articles written within the past ten years on their approved topic of choice. This Literature Review is worth 30% of the total mark.**

This Literature Review must:

- contain an Introduction, Body and Conclusion
- summarize all information found on the approved chosen topic
- be submitted by October 3, 2008
- be a minimum of 5 pages double spaced

- be done in APA format
- include a concise bibliography, referencing the sources used in the body of the paper (in APA style)

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3. **Using the articles found in the Literature Review, and/or other articles and information if necessary, students will write a Focused Review of the research found to support their particular animal species' (e.g., horses, dogs) helping their specific population of people (e.g., seniors, autism, etc). This Focused Review is worth 20% of the total mark.**

This Focused Review must:

- be submitted by October 17, 2008
- be done in APA format
- be a minimum of 5 pages double spaced
- clearly define the type of population being served
- clearly state the issues this population faces that they may require help for
- indicate reasons which may suggest why animals may be a beneficial way to reach/help this population
- indicate the species of animal helping the population and why this species was chosen
- summarize research studies that have shown success (or not) in partnering the particular animal with this population
- include a concise bibliography, referencing the sources used in the body of the paper (in APA style)

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4. **Using the articles found in the Literature Review, and/or other articles and information if necessary, students will design a Concise Treatment Approach using the chosen particular animal species' (e.g., horses, dogs) to help their specific population of people (e.g., seniors, autism, etc). This Concise Treatment Approach is worth 30% of the total mark.**

This Treatment Approach must:

- be submitted by October 29, 2008
- be done in APA format
- be a minimum of 10 pages double spaced
- include information from research studies that have used similar approaches to treatment with this population
- clearly define the type of population being served
- clearly state the issue that is being treated for this population through an animal-assisted approach
- indicate the species of animal helping the population and why this species was chosen

- summarize research studies that have shown success (or not) in partnering the particular animal with this population
- describe several animal-assisted exercises that can be used in the treatment of this issue within this population. Include timelines for treatment and a detailed explanation of the process of animal-assisted intervention.
- Describe signs of progress of treatment (i.e., how will you know when treatment goals are accomplished?)
- include a concise bibliography, referencing the sources used in the body of the paper (in APA style)

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Appendix B

Description of Class participation and Attending Group Sessions

Participation is evaluated based on the following criteria:

- arriving on time for class and staying for completion of class (whether it is in classroom or barn)
- contributing to class discussion through appropriate verbal interaction, cooperation, sharing resources and showing respect for alternative options
- contributing to group exercises by taking part in the physical aspects of the exercises as well as the following discussion pieces
- involvement in class activities; such as in-class assignments, group exercises and field trip activities
- handing assignments in by deadline
- attending each weekend day of classes
- being flexible with needs of peers/faculty

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