



COURSE OUTLINE: CYC206 - CYC METHODS III

Prepared: Child and Youth Care Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC206: CYC METHODS III: CASE MANAGEMENT
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Semesters/Terms:	19F
Course Description:	This course examines various aspects of the therapeutic process with primary emphasis on children and youth and their psychosocial needs. There will be a detailed examination of and practice with the assessment process as it relates to program planning and development. Emphasis will be placed on the concept of comprehensive psychosocial enhancement. In that regard, case management issues ranging from access to evaluation will be studied with a view to further defining and developing the Child and Youth Care Practitioner's role in the therapeutic process.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	CYC155
Corequisites:	There are no co-requisites for this course.
Substitutes:	CYW201
Vocational Learning Outcomes (VLO's) addressed in this course:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.
	VLO 2 Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.
	VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.
	VLO 4 Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.
	VLO 5 Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.
	VLO 6 Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.
	VLO 7 Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.



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	VLO 8 Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.												
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>												
Course Evaluation:	Passing Grade: 50%, D												
Books and Required Resources:	Fundamentals of Case Management Practice: Skills for the Human Services by Nancy Summers Publisher: Brooks/Cole., USA Edition: Custom Edition. 4rd Edition.												
Course Outcomes and Learning Objectives:	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Describe the components of the evidence-informed practice to promote resiliency and development in children, youth and their families.</td> <td> 1.1 Identify and discuss the theoretical/empirical basis for interventions and assessment tools (i.e. areas of a clinical assessments, four factors used in a factor table, treatment plans). 1.2 Apply evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals. 1.3 Describe a community-based service model, utilizing strategies of relational practice. 1.4 Discuss the concept of psychosocial enhancement. </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Identify factors that impact on the coordination and delivery of services to client groups, applying anti-oppression frameworks.</td> <td> 2.1 Discuss service availability and the system barriers including political and economic factors that contribute to stereotyping, bias, discrimination and social inequalities. 2.2 Describe the issues of service delivery as they relate to duplication and coordination of services. 2.3 Discuss equity and inclusion through the application of anti-oppression frameworks at the individual, group and systems level. </td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Illustrate intervention</td> <td>3.1 Describe the stages involved in the problem solving</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Describe the components of the evidence-informed practice to promote resiliency and development in children, youth and their families.	1.1 Identify and discuss the theoretical/empirical basis for interventions and assessment tools (i.e. areas of a clinical assessments, four factors used in a factor table, treatment plans). 1.2 Apply evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals. 1.3 Describe a community-based service model, utilizing strategies of relational practice. 1.4 Discuss the concept of psychosocial enhancement.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Identify factors that impact on the coordination and delivery of services to client groups, applying anti-oppression frameworks.	2.1 Discuss service availability and the system barriers including political and economic factors that contribute to stereotyping, bias, discrimination and social inequalities. 2.2 Describe the issues of service delivery as they relate to duplication and coordination of services. 2.3 Discuss equity and inclusion through the application of anti-oppression frameworks at the individual, group and systems level.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Illustrate intervention	3.1 Describe the stages involved in the problem solving
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	planning principles pertinent to general as well as specific case needs, to promote resiliency and enhance development.	process. 3.2 Determine the types of problem areas and propose examples of potential intervention strategy. 3.3 Determine the nature of barriers to the problem-solving process and discuss methods of dealing with same. 3.4 Demonstrate an understanding and empathy for vulnerable clients and their unique issues understanding.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Discuss the concept of linkages as a factor in the therapeutic process.	4.1 Describe the components of the formal linking process. 4.2 Discuss the process of linkage as it relates to both formal and informal support networks. 4.3 Discuss agency access and coordination issues relative to service delivery.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Deliver clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language.	5.1 Respond to written, spoken or visual messages in a manner that ensures effective communication. 5.2 Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language. 5.3 Select and use technologies to document all relevant information related to professional role and responsibility (i.e. completing written reports, taking meeting notes/minutes, preparing presentations, completing electronic forms, etc.).

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
1. Skill Development	20%
2. Assignments	50%
3. Tests	30%

Date:

June 30, 2019

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

