SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Child Care Methods 11

CODE NO. : CYW201   **SEMESTER:** 3 – 2008F

PROGRAM: Child and Youth Worker

AUTHOR: Michael McFarling MA. CCW, CYC (Cert.)

DATE: Sept./2008   **PREVIOUS OUTLINE DATED:** Sept./2007

APPROVED: "Angelique Lemay"

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CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CYW102

LENGTH OF COURSE: 15 Weeks 3 Hrs/wk

Professor:
Phone:
Office:
Email:

I.   COURSE DESCRIPTION:

This course will examine 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 Worker's role in the therapeutic process.

II   LEARNING OBJECTIVES AND ELEMENTS OF PERFORMANCE:

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

1. Describe intervention requisites for vulnerable children and their families.

Potential elements of the performance

  a. discuss the components of intervention.

  b. describe a community-based service model.

  c. discuss the concept of psychosocial enhancement.

2. Identify factors that impact on the coordination and delivery of services to client groups.

Potential elements of the performance

  a. discuss service availability.

  b. describe the issues of service delivery as they relate to duplication and coordination of services.

3. Describe the components of the assessment process as factors pertinent to program planning and service delivery.

Potential elements of the performance

  a. list the areas of search in the clinical assessment process.

  b. discuss the relevance and purpose inherent in each of the areas.

  c. identify the four factors used in the Factor Table.

  d. list the four component parts of a Relationship Table.

  e. demonstrate a working knowledge of the Factor process through a case study approach.

4. Illustrate intervention planning principles pertinent to general as well as specific case needs.

Potential elements of the performance

   a. describe the stages involved in the problem solving process.

   b. determine the types of problem areas and propose examples of potential intervention strategy.

   c. determine the nature of barriers to the problem-solving process and discuss methods of dealing with same.

5. Critically evaluate community-based services to youth thereby identifying service gaps and subsequently proposing a response to the identified needs.

Potential elements of the performance

   a. determine service areas.

   b. identify the gaps that exist in the current level of service.

   c. propose a specific intervention to address the service gap.

6. Discuss the concept of linkages as a factor in the therapeutic process.

Potential elements of the performance

   a. describe the components of the formal linking process.

   b. discuss the process of linkage as it relates to both formal and informal support networks.

   c. discuss agency access and coordination issues relative to service delivery.

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Rothman, Jack (1998). **Case Management: Integrating Individual and Community Practice**. Allyn Bacon.

COURSE REQUIREMENTS

Methods of presentation will vary relative to subject matter.

Due to the nature of this course and the academic demands of the semester, time will periodically be scheduled during regular classroom sessions to work on required group projects. Usual criteria must be met.

Given the nature of the field you have chosen, it is essential that you develop teamwork skills. In this regard, it is pertinent that you attend and participate, in that, much of the "team" learning herein will be enhanced experientially.

a) To attend and participate at a level reflective of a professional commitment to the human services field.

b) To complete three (3) quizzes on material presented/readings.

c) To participate in small group case-study exercises.

IV.   EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance/participation/preparation   20%

2. Quizzes   20%
                                                  20%
                                                  20%

3. In class practice exercises   5%

4. In class casework exercises   15%

*NOTE: Due to the purpose of and the logistics involved there will be no opportunity to write quizzes that are missed. As is the policy there is no makeup time/test etc.

COLLEGE GRADING POLICY

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

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

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

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

V.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), visit the Special Needs Office Rm E1101 or call ext. 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss required accommodations with your professor. All course objectives need to be met.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VI.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam (if available) or portfolio.