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 – 2010F

PROGRAM: Child and Youth Worker

FACULTY: Donna Mansfield CCW, CYC (Cert.), BSW, RSW

DATE: Sept. 2009   **PREVIOUS OUTLINE DATED:** Sept. 2008

APPROVED: "Angelique Lemay"

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        CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CYW102

COURSE: 2 hrs

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. Quizes   20%
                                                                        20%
                                                                        20%

3. In-class casework exercises (2x10%)   20%

*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. Due to the nature of the in-class assignments there will be no opportunity to write assignments that are missed.

COLLEGE GRADING POLICY

The following semester grades will be assigned to students:

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:

Course Outline Amendments:
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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

(i) issue a verbal reprimand,
(ii) make an assignment of a lower grade with explanation,
(iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv) make an automatic assignment of a failing grade,
(v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the instructor.