

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

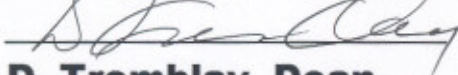
**Course Title: CHILD CARE METHODS II**

**Code No.: CCW 228      Semester: 4 - 98W**

**Program: CHILD AND YOUTH WORKER**

**Author: MICHAEL MCFARLING**

**Date: Jan 98      Previous Outline Date: Jan 97**

**Approved:   
D. Tremblay, Dean  
Health, Human Sciences and Teacher Ed.**

**Date: **

**Total Credits: 3      Prerequisite(s): CCW 129**

**Length of Course: 15 WKS      Total Credit Hours: 45**

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences  
and Teacher Education, (705) 759-2554, Ext. 690.

## PHILOSOPHY/GOALS

This course will examine aspects of the therapeutic process with primary emphasis on children and youth and their psychosocial needs. 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 role in the therapeutic process.

## 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 service to remediate the 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.

## REQUIRED STUDENT RESOURCE

Rothman, Jack. (1994). Practice With Highly Vulnerable Clients: Case Management And Community-Based Service. New Jersey: Prentice Hall.

## 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 team work 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 four (4) quizzes on material presented/readings.
- c) to participate in small group case-study exercises.

## EVALUATION

- |   |     |
|---|-----|
| 1. Attendance/participation/preparation | 15% |
| 2. Quizzes (1) January 29/98            | 15% |
| (2) February 26/98                      | 15% |
| (3) March 26/98                         | 15% |
| (4) April 23/98                         | 15% |

- |                                  |     |
|----------------------------------|-----|
| 3. Case conferencing/formulation | 10% |
| 4. In class case work 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**

90 - 100% = A+  
80 - 89% = A  
70 - 79% = B  
60 - 69% = C  
BELOW 60% = R

### **SPECIAL NOTE**

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify this course as he/she requires in order to meet the needs of the students. Students will be notified in writing of significant changes.

Students are required to keep copies of materials submitted to instructor for evaluation