COURSE OUTLINE: CYC206 - CYC METHODS III

Prepared: Child and Youth Care Faculty
Approved: Karen Hudson, Dean, 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
Academic Year:	2024-2025
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 enhancementIn 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:	42
Prerequisites:	CYC155
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1065 - CHILD AND YOUTH CARE** VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans. VLO 3 Develop and implement care and intervention plans appropriate for the therapeutic milieu using evidence-informed practices and research to provide support for children, youth, and their families. VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families. VLO 5 Advocate for, and in solidarity with, children, youth, their families and communities through their participation in the development and implementation of care and intervention plans that uphold their rights. VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice. VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies

	VLO 8	for learning and the practice of self-care, as a practitioner.
	VLO 8	Use professional development resources and supervision to increase professional capacity, learning and leadership skills.
	VLO 9	Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.
	VLO 10	Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.
	VLO 11	Employ crisis prevention and intervention techniques, and harm-reduction principles, with children, youth and their families in the provision of care, to ensure their safety, resolution of crises, and reparation of relationships.
	VLO 12	Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to self-determine.
Essential Employability Skills (EES) addressed in this course:	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.
	EES 2	Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4	Apply a systematic approach to solve problems.
	EES 5	Use a variety of thinking skills to anticipate and solve problems.
	EES 6	Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	EES 11	Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.	
Books and Required Resources:	Case Management from an Empowerment Perspective: A Guide for Health and Human Services Professionals by Patricia Spindel Publisher: Canadian Scholars Edition: Custom Edition - 4th ISBN: 978-1773382104	

Course Outcomes and Learning Objectives:	Course Outcome 1	Learning Objectives for Course Outcome 1
	1. Describe the components of the evidence-informed	1.1 Identify and discuss the theoretical/empirical basis for interventions and assessment tools (i.e. areas of a clinical

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	practice to promote resiliency and development in children, youth and their families.	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-colonial, anti-oppressive, anti-racist, and strength-based 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 planning principles pertinent to general as well as specific case needs, to promote resiliency and enhance development.	3.1 Describe the stages involved in the problem solving 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	**Evaluation Type**	**Evaluation Weight**

Grading System:		
	1. Participation and Professional Performance	20%
	2. Assignments	50%
	3. Tests	30%

Date:	August 15, 2024
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.