

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.
- d. demonstrate an understanding and empathy for vulnerable clients and their unique issues by way of assignments and verbal discussions. This can be demonstrated by an absence of judgemental statements and the willingness to view the situation and/or issue from another person's perspective

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:

Summers, Nancy (2009). **Fundamentals of Case Management Practice: Skills for the Human Services**. 3rd Edition. Brooks/Cole.

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. 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.

Description of Assignments:

1. Skills Practice and Development

This assignment is two-fold. Students will be expected to lead and participate in in-class practice sessions and will be evaluated on their willingness to:

a. Lead a case management session for a particular client. Student will be given cases to review and then will be asked to set up, organize and run a 20 minute case management meeting. Classmates will act as participants in this meeting (i.e. client, family members and/or agency representatives). Students will have time to prepare for the meeting before being expected to present and will choose the date that they wish to complete their practice session.

b. Participate in case conferencing sessions lead by their peers. As a participant, students will be graded on their willingness to participate, their participation in the group itself and their ability to support the learning experience of their peers. Students will be expected to hand in one feedback sheet per group practice session. The student's responses on the feedback sheet will provide the instructor with an assessment of the knowledge acquired through participation, feedback and discussion related to the process of case management. A final mark will be given to reflect the student's comprehension and skill acquisition related to this type of approach to working with children and youth.

Students will need to attend class in order to participate in these practice sessions and gain the valuable learning experience of being a member of these sessions. Due to the nature of these exercises, students cannot be evaluated if they are absent.

2. In –class Casework Exercises

In small groups, students will work as mock case management teams to complete case reviews and clinical assessments. They will learn how to identify specific aspects of a clinical assessment and with their team will have the opportunity to discuss cases, explore the dynamics that are influencing the individual, family and situation and develop effective strategies and interventions to these cases as case managers. These exercises will provide the student with information related to the components of a clinical assessment and will help prepare them for completing an assessment in dyads, as part of their overall evaluation (see Clinical Assessment)

3. Clinical Assessment

In pairs, students will complete one Case Study for the case you have chosen. The assessment **MUST** follow the outline provided in the Student Package that will be distributed in the first class. Students will hand in a document that includes:

- ✓ A cover page which includes case study reference name, student name, course name/code and professor.

- ✓ The assessment which addresses all areas of a clinical assessment. These will be discussed and explored in class. Each area of assessment **MUST** be addressed even if it is to simply say that based on the case the information related to this area was not provided. You need to include how you will gather this information, if appropriate, over the course of treatment with this family. This shows the reader that this area was not overlooked and where more information may need to be gathered to complete this assessment.
- ✓ Students will be given time in class to work on these assignments throughout the semester.

4. Student will complete two (2) quizzes on material presented/readings

***NOTE:** Tests and group presentations need to be done on the assigned day. If a student misses a presentation date, there may be no opportunity to present on an alternate date. Students are expected to communicate with their professor in a professional manner regarding any difficulties that may arise in this regard.

Tests may be **ONLY** be rescheduled with instructor's permission **PRIOR** to the date of the test. If you arrive late for a test, you may enter the classroom and begin to write the test, provided no one has left the classroom.

IV. EVALUATION PROCESS/GRADING SYSTEM:

1. Skills Practice and Development (in class)	20%
2. In-class casework exercise (10%)	20%
3. Clinical Assessment	20%
4. Quizzes (2 X 20%)	40%
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Total	100%

COLLEGE GRADING POLICY

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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:

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.

VI. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.