

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 (2012). **Fundamentals of Case Management Practice: Skills for the Human Services**. 4rd Edition. Brooks/Cole.

IV. EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance and Participation	20%
2. Case Management Session	20%
3. Clinical Assessment	20%
4. Tests (2 X 20%)	40%

Total	100%

DESCRIPTION OF ASSIGNMENTS:

1. Attendance and Participation:

Attendance and participation will be calculated based on a 3 hour class over a 15 week period (45 hours).

Participation is based on the criteria outlined in the Student Package related to the student's ability to attend, participate in discussions and activities and their overall contribution to the classroom environment. See Student Package for further details related to expectations for participation.

2. Case Management Session:

The student's skill development mark for this course reflects the students' ability to lead and participate in in-class practice sessions related to case management and case conferencing. They will be evaluated on their willingness to 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. As a participant, students will be expected to demonstrate their professionalism and their ability to support the learning experience of their peers.

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.

3. Clinical Assessment:

In pairs, students will complete one Case Study from a selection of cases. Cases will be discussed in class. The assessment **MUST** follow the outline provided in the Student Package that is posted on LMS. Students will be given time in class to work on these assignments throughout the semester.

4. Mid-Term and Final Tests

***NOTE:** Tests and 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.

V. 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.

VI. 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.

V11 COURSE OUTLINE ADDENDUM:

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