

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.

7. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (adapted from VLO #6, 2014 and Employability Skill as per Essential Employability Skills, 2014)

Potential elements of the performance

- a. respond to written, spoken or visual messages in a manner that ensures effective communication
- b. plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression* language
- c. identify and use communication technologies, including social media and adaptive

technologies when appropriate, to promote professional communication and person-centred care

- d. 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.)

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Summers, Nancy (2012). **Fundamentals of Case Management Practice: Skills for the Human Services**. Custom Edition. 4th Edition. USA. Brooks/Cole.

IV. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT

30%

The Skill Development mark is related to the student's ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on D2L.

ASSIGNMENTS

50%

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, case work, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

Quizzes

20%

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

V. COLLEGE GRADING POLICY

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The Write Place, Accessibility Services** and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and application of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.
5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.
7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)
8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.