

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

**COURSE TITLE:** Child Care Methods 11: Case Management

**CODE NO. :** CYW201

**SEMESTER:** 3

**PROGRAM:** Child and Youth Worker

**AUTHORS:** CYW Faculty

**PROFESSOR:** Donna Mansfield BSW, RSW, CCW, CYC (Cert.),

**DATE:** Sept. 2013

**PREVIOUS OUTLINE DATED:** Sept. 2012

**APPROVED:**

*“Angelique Lemay”*

*Aug. 2013*

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** CYW102

**COURSE:** 3 hrs

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*For additional information, please contact Angelique Lemay, Dean*  
*School of Community Services and Interdisciplinary Studies.*  
*(705) 759-2554, ext. 2603*

**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.** 4<sup>rd</sup> Edition. Brooks/Cole.

#### IV. EVALUATION PROCESS/GRADING SYSTEM:

##### ATTENDANCE AND SKILL DEVELOPMENT 30%

*Students will engage in activities and discussions during regularly scheduled classes. Attendance (10%) will be determined by the total number of classroom hours that the student attends, based on a 3 hour class for 15 weeks. The Skill Development mark (20%) 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 LMS.*

##### ASSIGNMENTS 40%

*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 LMS.*

##### TESTS (3) 30%

*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.*

**NOTE:** *All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

**All assignments MUST submit all papers and assignments through the Dropbox on LMS. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.**

## 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.

**V1. 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.