International Journal of Child, Youth and Family Studies (2012) 2 & 3: 234–247

PEDAGOGICAL ENCOUNTERS OF THE CASE-BASED KIND

Heather Sanrud and Patti Ranahan

Abstract: Child and youth care (CYC) practice is diverse, complex, and contextualized. Pedagogical approaches to preparing CYC professionals in pre-service education programs require learning activities that recognize the "inter-subjective, contingent, and context dependent character of everyday CYC work" (White, 2007, p. 241). Case-based learning activities are advantageous in preparing future professionals for the complexities of everyday CYC work. These activities provide students with an opportunity to explore CYC practice in an authentic way while being supported by instructors who model, coach, and engage students throughout the process. This paper describes the organic evolution of the case of "Allan" at the beginning of a year-long CYC course facilitated by a team of instructors. The case of Allan continued to develop throughout the course in an authentic fashion mirroring the realities of CYC work with individuals and families over time. Allan provided a way of situating course content as well as supporting students' application of new knowledge and skills to practice situations.

Keywords: pedagogy, case-based approaches, child and youth care

Corresponding Author: Heather Sanrud, Faculty of Health and Human Services, Vancouver Island University, 900 Fifth Street, Nanaimo, B.C., V9R 5S5. E-mail: Heather.Sanrud@viu.ca

Heather Sanrud, M.A., BCATR, B.Ed. is an Instructor in the Child and Youth Care Diploma and Degree programs, Faculty of Health and Human Services, Vancouver Island University, 900 Fifth Street, Nanaimo, B.C., Canada, V9R 5S5. She is also a registered B.C. Art Therapist. E-mail: Heather.Sanrud@viu.ca

Patti Ranahan, Ph.D. is an Assistant Professor in the Department of Applied Human Sciences, Concordia University, 1455 De Maisonneuve Blvd. W., Montreal, Québec, Canada, H3G 1M8. E-mail: pranahan@alcor.concordia.ca

Meaningful *pedagogical encounters* in the classroom are required between learners and instructors in pre-service child and youth care (CYC) education programs. Pedagogical encounters are viewed as constructed and spontaneous occasions for teaching and learning within the pre-service classroom context. Case-based learning activities are pedagogical encounters that illuminate the "inter-subjective, contingent, and context dependent character of everyday CYC work" (White, 2007, p. 241). Case-based learning activities are advantageous in preparing future CYC professionals for the complexities of situated practice. Exploring the nuances, layers, and intricate details located within a well-constructed case provides learners with an opportunity to grapple with a real-life situation and explore CYC practice in an authentic way. Navigating the challenges of a case across time, in the context of a supportive and safe learning environment, stimulates occasions for integrating theory and practice. Central to a case-based pedagogical approach are the instructors who model, coach, and motivate students' inquiry, inviting opportunities for deeper, integrated learning.

In this paper we aim to provide an overview of a case-based approach we used while team teaching a course entitled *CYC 200B: Professional Foundations for Child and Youth Care.* We begin with a description and critique of case-based approaches within pre-service education. Next, we situate the course under study within the child and youth care pre-service program. In the final section, we introduce and describe the unique approach to the construction of "Allan", the 15-year-old boy that anchored learning activities throughout the year-long course.

Case-Based Approaches

Barrows and Tamblyn (1980) suggest that, "learning from problems is a condition of human existence" (p. 1). They argue that problems or cases we encounter in our daily lives provide opportunities for learning that can be applied to future situations. Literature within the CYC field has often included descriptions of cases or stories from the field to illustrate features of practice (see, for example, G. Charles & H. Charles, 2008; Krueger, 1994; Valois, 2009). Further, case studies are used as part of the examination for CYC certification (Curry & Eckles, 2009).

In the context of pre-service education, teaching with cases originated in the 1800s at Harvard (Lynn, 1999). Analysis and discussion of cases was initially used in the Harvard Law School and subsequently spread to the Harvard Graduate School of Business in 1908 (Merseth, 1991). In Canada, the McMaster University School of Medicine in the mid-1960s began using problem-based teaching approaches to support students' knowledge translation to practice within clinical settings ((Mantzoukas, 2007). Case-based learning (also referred to in the literature as problem-based learning, the case method, or enquiry-based learning) has been defined as "learning that results from the process of working toward the understanding or resolution of a problem" (Barrows & Tamblyn, 1980, p. 1). Currently, case-based pedagogical approaches are used across disciplines such as social work (Jones, 2003), accounting (Cullen, Richardson, & O'Brien, 2004), early childhood education (Farrell & Walsh, 2010), and nursing (Raftery, Clynes, O'Neill, Ward, & Coyne, 2010). Case-based approaches within pre-service education involve the use of a practice-based case scenario as the "centerpiece" for class discussion (Jones, 2003, p. 183). The scenario depicts an example of a person, problem, or situation that students

would likely encounter in their future professional work. Students actively engage with the problem or case scenario and direct the enquiry (Deignan, 2009). For example, students discuss the facts and issues within the case and identify remaining questions that require further research (Tully, 2010). Students may research the questions individually or collectively. The process of enquiry encourages students to consider what information is known, what remains to be investigated, and how new knowledge may be integrated into their understanding of the case. Mantzoukas (2007) suggests that case-based learning activities provide students with an occasion to rehearse the process of gathering and analyzing information to assess problems and the overall situation, and develop an action plan. Such rehearsal can prepare students for how they might approach cases in their future professional practice.

Characteristics of a case- or problem-based approach include beginning with a problem or case of concern that students likely will encounter in their future practice and encouraging students' individual and collective responsibility for their own learning (Hallinger & Bridges, 2007). Merseth (1991) suggests that instructors may have different aims when incorporating cases into the curriculum, and that case-based learning activities may be used to explore the complexities of "messy problems" for the purposes of educating students to think critically while integrating theory with practice (p. 246). Instructors may also use cases as an example of how an established theory relates to principles within practice or for the purpose of encouraging self-reflection (Merseth). Ultimately, case-based instruction is focused on "professional education as a process, not a product" (Ertmer & Dillon, 1998, p. 606).

There are several elements instructors must consider when teaching with cases including alignment with learning outcomes, the role of instructors with students in the learning process, the applicability and relevance of the case to professional practice, and the strengths and challenges inherent in a case-based pedagogical approach.

Alignment with Course Learning Outcomes

Case-based approaches are best used if they are aligned with the course learning objectives (Jones, 2003). In applied professional disciplines such as child and youth care, the theme of applying learning is often explicitly articulated in learning objectives. Students are required to demonstrate their skills and apply their learning in preparation for practicing as a CYC professional. Working with cases provides opportunities for evaluating students' applied practice, as instructors are able to observe students as they engage in simulated practice within the classroom environment.

Role of Instructors With Students

Rather than reliance on a lecture-based format, teaching and learning revolve around discussion where students are active participants (Jones, 2003), and teachers are facilitators (Raftery et al., 2010) in collaboratively resolving concerns they are likely to encounter in practice. As students engage with the case, instructors require patience as they encourage students to explore all the possibilities and consequences of potential solutions (Jones, 2003). Along with patience, skilful instructors tolerate differences and multiple perspectives as students

share their ideas, facilitate the discussion through summarizing points of view without taking control, and are willing to take risks and experiment with potential outcomes (Lynn, 1999). Instructors support students' learning through encouragement and praising students' "risk-taking attempts, and by treating mistakes… as learning opportunities" (Hallinger & Bridges, 2007, p. 28).

In addition to classroom facilitation, instructors are required to construct and design cases that are sufficiently developed and aligned with students' current learning needs. Preparing such cases can be labour-intensive for instructors (Mostert, 2007). Herreid (1997) suggests several criteria for constructing a good case. First, the case must tell a good story. The storyline is centred on a provocative event or problematic situation that engages students. It may be taken from an event that actually occurred that is well known to students, or may be created by the instructor based on their practical experience. Students must see opportunities for decision-making in the case where there is a dilemma, challenge, or difficulty that needs to be resolved.

Secondly, Herreid (1997) suggests that the case must elicit empathy towards the characters involved. Students need to experience connectedness to the child, youth, or family and believe that the story is an authentic representation of the characters' situation. Particular instructional strategies may be used to encourage students' connection to the characters. For example, facilitators in Morris and Turnbull's (2004) study used interactive role-plays as an instructional strategy to support students' engagement with the case.

Third, students must be able to envision encountering the characters in their future professional practice. If the case is outside the scope of child and youth care practice or their professional role, students may not see the relevance for engaging in discussion and end the learning exercise prematurely. For example, if the case involves a young person presenting with symptoms of schizophrenia, students may quickly evaluate this situation as being beyond their expertise and refer the character to a psychiatrist. That is, students need to be able to see the relevance of their role as a child and youth care professional in the situation.

Lastly, Herreid suggests the case needs to be one that can be generalized to other practice situations. For example, students working on a case involving a child disclosing abuse would require consideration of the relevant legislation, relationship to the child and their parents, availability of resources and access to services for the family, and students' self-awareness of their own biases, values, and judgments. Similarly, a case involving a youth disclosing thoughts of suicide would also include consideration of the legislation, relationship, resources, and students' self-awareness of their attitudes and beliefs towards suicide. The role of instructors, then, is to craft cases that are engaging and provocative stories where students are able to step into the role of child and youth care professional connecting with the characters to collaboratively make decisions to resolve the situation at hand.

Relevance to Practice

Case-based approaches help prepare students for the real world of practice in the field of child and youth care. Cases crafted and discussed in the classroom provide a platform for

students and teachers to explore professional concepts and engage actively with the content in meaningful and purposeful ways to address situations that would be encountered in the field. Further, "students are not simply being asked to store information, but to examine how it is applied in particular situations" (Hallinger & Lu, 2011, p. 269). According to Lynn (1999), the case method addresses two educational goals that include "skills needed to identify and apply relevant knowledge in specific situations; and coping with the problem-oriented, interdisciplinary nature of the real world of practice involving synthesis, judgment, and application" (p. 38). Though cases are essentially simulated learning activities, they provide an opportunity for students to see themselves as professionals. As cases are often presented to students in the form of a narrative (Wright, 1996), the characters and events become *real* in the classroom. Characters can be referred to by name, their feelings identified, and direct quotations used to bring the case alive within students' discussions.

Strengths and Challenges of Case-based Approaches

A central strength of a case-based approach is the opportunity for students and instructors to integrate theory into practice. Jones (2005) suggests that integrated learning in social work education is essential for student growth and development and is a foundation upon which other capacities, such as problem-solving, critical thinking, and professional decision-making skills are developed and refined. Integrated learning takes place in child and youth care education as well, as students are invited by instructors to connect the case to learning occurring in other courses and to their experiences in field placement settings.

Using cases also provides opportunities to raise students' self-awareness as they engage with the child, youth, or family in the scenario in a meaningful way. Students' values, judgments, or beliefs may be illuminated as multiple perspectives on the situation are discussed with their classmates and instructors. Students may be required to explore their location and identify how this impacts their view of the persons in the scenario, and their decision-making process as the "professional" involved. Provided with a complex situation, groups of students must probe more deeply into issues arising from a case study, seeking out connections and solutions. Interestingly, this presents opportunities to engage with each other in a dialogue, which may include understanding how others might interpret events in the case differently. This dialogue can engender new insights for both teachers and students and might have the potential to influence future practice and research as well (Cullen et al., 2004). West and Watson (2000) note that the capacity of students to develop reflective skills is greatly enhanced when they are enabled as active participants in their own learning. They build on what they already know and feel more empowered as professionals.

Students' understandings of ecological and systems theory is also enhanced as they wrestle with the case-in-context. Through class discussion and instructor facilitation, students are able to move beyond the specific child or youth in the scenario to explore the systemic influences on the situation. Students are able to explore and identify resources and assets within the community that may support the child and, simultaneously, learn about the gaps in services and the challenges that may be encountered when attempting to access services.

While case-based pedagogical approaches can provide enriched learning opportunities in pre-service education, there are also challenges that instructors and students alike may encounter. For example, students may suggest a resolution to the problem prematurely (Jones, 2003). It can be challenging for students to fully engage in exploring the case if the problem presented evokes an emotional response or a feeling of being "triggered". Students may desire to move away from emotion to solution quickly and encourage their classmates to do the same. While resolution to the case may be at the forefront of students' minds, case-based learning activities are focused on the process students and instructors engage in while making decisions. To address this challenge, instructors can provide sufficient detail when constructing the case and illuminate aspects of the case students overlooked by asking questions about their suggested solution.

Case-based approaches also rely heavily on group discussion and the full participation of students. A lack of student engagement and participation can be a significant challenge to a case-based approach. For example, students may experience conflict with classmates, lack confidence in participating in the discussion, or be unprepared to relate theoretical knowledge to a practical experience (Vardi & Ciccarelli, 2008). Student participants in Tully's (2010) evaluation of enquiry-based learning reported concerns about their peers' lack of commitment or motivation during group work and discussions. Participants in Morris and Turnbull's (2004) study also reported concerns with regard to the self-directed nature of the approach and the assumption that students were to be responsible for others' learning during the process. Spending time to construct a safe classroom environment and building relationships both with students, and between students, can be beneficial to students' participation in the case-based activity. Most importantly, Tully (2010) recommends students be informed about the expectations of their role in the learning activity including attendance, academic presentation, commitment, and process of evaluation. Instructors, then, are required to be mindful of the small group process and the timing in regard to when to introduce cases as a learning activity. Investing time in preparing students for the learning activity will enhance a case-based approach.

The preceding section has discussed ways in which case-based pedagogical approaches are effective in encouraging students' active participation and engagement. The next section describes the child and youth care course where the case-based pedagogical approach was used as an anchor to support students' learning.

CYC 200B: The Pedagogical Context

The CYC 200B teaching and learning experience invited students and teachers alike to participate in an innovative pedagogical approach, which encouraged the application of new knowledge and skills in the classroom during a year-long course of study (September to April). Students enrolled in this core course during the second year of a two-year diploma and met once a week for three hours. Students also participated concurrently in a 300-hour supervised practicum in a child and youth care setting and attended a weekly two-hour seminar class. The course description articulated in the course outline for CYC 200B was the following:

> *The course explores child and youth care as a profession, current issues impacting practice and an introduction to organizing self in practice with children, youth, families*

> *and communities. An understanding and application of models consistent with child and youth care principles (person centred approach, the awareness of self and others is critical in the development of relationships, purposeful, ethical, inclusive and collaborative professional practice) and perspectives (relational, strength-based, pluralistic, developmental, ecological, and social justice) are emphasized.*

The case-based learning activities provided a pedagogical lens so students could see how to organize themselves in practice, as they discussed and played with the application of models consistent with child and youth care principles and perspectives directly in the classroom.

Class Structure, Course Outcomes, and Activities

There were 24 students and two teachers involved. As CYC 200B was team taught, we drew on each other's strengths and teaching interests as we collaboratively planned and implemented learning activities. Together as instructors and learners, we created a positive learning community to stimulate active engagement and an encounter with the course content, and to facilitate participation in case-based learning activities. The two pertinent CYC 200B course learning outcomes pertaining to case-based learning are as follows:

The student will be able to:

- Describe and demonstrate, in both oral and written form, the skills associated within a case planning process including: receiving referrals, consultation and collaboration, observation, identification of wants and concerns, assessment, formulation of outcomes, strategy design, implementation, evaluation, and follow-up; and
- Articulate and apply a range of practice models that address case planning and reflect relational, developmental, ecological, strength-based, pluralistic, and social justice perspectives.

We were mindful of the purpose of case-based pedagogical approaches described previously in this paper, and endeavoured to construct classroom activities that linked theory to practice, raised students' self-awareness, deepened students' learning, developed their critical thinking skills, and furthered their understanding of ecological and systems thinking. Students engaged in defining the issues involved in a case, participated in further inquiry, problem-solved and made ethical decisions, implemented simulated interventions, and evaluated outcomes. The course description, learning outcomes, and classroom activities were the foundation for our design of a story and character, which anchored the course content. The following section describes students' encounters with the case of Allan. With the instructors' introduction of Allan into the classroom, CYC students discovered a new way of putting theory into practice, which contributed to their development as emerging professionals. Practicing tangible skills supported and encouraged students to link theoretical ideas to the real world of work, transferring this knowledge directly to their CYC practice.

Encountering "Allan": Illuminating Pedagogical Dimensions of Case-based Learning

To anchor the course content and to assist students with learning the case planning process as outlined in the above learning outcomes, we created a mock case of a 15-year-old boy named Allan. In the story, students were placed in the role of a child and youth care professional at a secondary school that receives a referral from a teacher regarding their concern about Allan's poor hygiene, absence of social connections, and recent interest in the Columbine High School shootings. We designed Allan's story to be provocative and grab students' attention. Columbine was a well-known event that students were likely to be aware of and the use of Allan's quotations in the story of "feeling alone" supported the students' connectivity to his experience. It was also relevant to practice as many child and youth care professionals practice in school-based settings, and some students in the class were in school field placements during the course. Students, then, were able to place themselves in the role of the professional in working with Allan.

Following a typical case planning process, the story of Allan was also expanded upon throughout the year. For example, after the child and youth care professional met with Allan the third time, Allan disclosed he periodically saw his father who dealt drugs in the community even though this was against his mother's wishes. Evolving Allan in this way modelled the typical practice experience of working with a youth and their family over time.

Concurrent to the evolution of Allan, students in small groups each designed and created their own mock cases during class time. Each group was provided with a topic area (e.g., teen pregnancy) and crafted their story and characters. Students became the centre of attention during this process and were expected to be active participants, with knowledge and ideas flowing from "teacher to student, from student to teacher, and from student to student" (Lynn, 1999, p. 44). Thus, the course learning outcomes were met through a collaborative and mirroring process. The case of Allan showed up in each class and provided students with a model to apply the skills being learned in each lesson. After discussing as a whole group the practical concerns and decisions required with Allan, students engaged in small group discussions regarding their own child, youth, or family they were working with.

Students learned experientially and in this particular pedagogical encounter, students were learning in both the large group with Allan, and within small groups with the cases they constructed. By listening to each other and through working together, students collaboratively reached decisions at each step of the learning process. Designing details about the child, youth, or family as characters in the story was the first step in the process. Crafting the story was an integral component that served to fully engage students in the learning activity. Students became more invested in their own learning because they had created their own characters and case dynamics, rather than being assigned a random case.

Learning modules were designed to take students through each step of case planning. They were able to work on their cases during class time soliciting instructor support along the

way, as well as experiencing feedback at each step. It was an organic process and the evolution of Allan mirrored the student's own evolutionary work on their own case studies. To illustrate, imagine a class lesson that will specifically focus on one aspect of the case planning process – goal creation, for example. The students were first invited to participate in a learning activity about creating goals. Following this, Allan was presented to the class to demonstrate what goals would look like for Allan, and then each group of students would work on its own particular cases by developing goals and a case plan. Instructors acted as facilitators in the classroom by being available to discuss goal development and case plans with each group as needed. This style of lesson was repeated with each component of the case planning process: assessment; creation of goals, strategies and implementation; and evaluation and follow-up (see Appendix A for a copy of this assignment).

The case of Allan generated rich classroom discussions as learners and teachers engaged in dialogue that encouraged an exploration of differences in perceptions, beliefs, and values within professional practice. For example, in the case of Allan, some students held different perspectives on the limits of confidentiality within the helping relationship. On the one hand, students believed that the CYC worker should play the role of an advocate and discuss Allan's situation with his teacher. Alternatively, some students suggested confidentiality must be maintained between the CYC worker and Allan to ensure a trusting relationship developed. Instructors viewed this illumination of different perspectives amongst students as a learning opportunity to discuss the role and limits of confidentiality within helping relationships across various settings. Eliciting different viewpoints on the case required us to use questioning techniques to fuel discussion and stimulate learning.

Mostert (2007) suggests that instructors avoid questions that elicit "yes/no" responses and use questions to challenge students' views (p. 439). Such questioning techniques may be challenging for some students who view instructors as "holders and imparters of content knowledge and truth" (Mostert, 2007, p. 439). When we did not provide students with a concrete direction or answer but challenged them to further consider their viewpoints and decisions, an opportunity arose for students to consider the implications of their decisions (Ertmer & Stepich, 1999).

The final section of our paper delineated how we introduced the case-based approach within a child and youth care course. Allan became a pathway through the course as new concepts and case planning skills were introduced and tied to his story. In the large group, students were able to envision themselves as the child and youth care professional working with Allan, encountering the challenges, and collaboratively planning with him how to meet his needs. Students then moved into their small groups, mirroring the work with Allan with their cases. We found the case-based pedagogical approach described here highly effective in engaging students and creating a real world encounter within the classroom.

Conclusion

A case-based pedagogical approach provided child and youth care students with an opportunity to engage in collaborative inquiry, develop critical thinking skills, and hone their reflective practice. Allan was a unique example of a progressive case study that anchored students' learning experience over a year-long course. Bringing Allan to life enhanced students' participation and understanding of ***real world*** practice. In closing, we would like to share a comment from a student from CYC 200B who described moving beyond the classroom to the real world:

> At the end of the day for a student… a case study like this is really a pass/fail…. But when you go out into the field, it's not about the mark. It's about the change you can implement, the service you can give. And I think it was really well-assessed… that it was looked at "what kind of change would that make in this child's life? What kind of implications does that have for a real world family?" Not "did you meet the criteria and did you have the proper grammar?" (Smith, 2010)

References

Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-based learning: An approach to medical education.* New York: Springer.

Charles, G., & Charles, H. (2008). Guidelines in child and youth care family work. *Child & Youth Services, 25*(1-2), 95–115. doi: 10.1300/J024v25n01_07

Cullen, J., Richardson, S., & O'Brien, R. (2004). Exploring the teaching potential of empirically based case studies. *Accounting Education, 13*(2), 251–266. doi: 10.1080/09693928042000167664 8

Curry, D., & Eckles, F. (2009). National certification for child and youth workers. *Policy & Practice, 67*(1), 37.

Deignan, T. (2009). Enquiry-based learning: Perspectives on practice. *Teaching in Higher Education, 14*(1), 13–28. doi:10.1080/13562510802602467

Ertmer, P. A., & Dillon, D. R. (1998). "Shooting in the dark" versus "Breaking it down": Understanding students' approaches to case-based instruction. *Qualitative Studies in Eudcation, 11*(4), 605–622.

Ertmer, P. A., & Stepich, D. A. (1999). *Case-based instruction in post-secondary education: Developing students' problem-solving expertise* (Report No. ED 435 375). Retrieved from Educational Resources Information Center website: http://eric.ed.gov/PDFS/ED435375.pdf

Farrell, A., & Walsh, K. (2010). Working together for Toby: Early childhood student teachers engaging in collaborative problem-based learning around child abuse and neglect. *Australiasian Journal of Early Childhood, 35*(4), 53–62.

Hallinger, P., & Bridges, E. M. (2007). *A problem-based approach for management education: Preparing managers for action.* Dordrecht, The Netherlands: Springer.

Hallinger, P., & Lu, J. (2011). Implementing problem-based learning in higher education in Asia: Challenges, strategies and effect. *Journal of Higher Education Policy and Management, 33*(3), 267–285. doi:10.1080/136008X.2011.565000

Herreid, C. F. (1997). What makes a good case? *Journal of College Science Teaching, 27*(3), 163–165.

Jones, K. (2003). Making the case for the case method in graduate social work education. *Journal of Teaching in Social Work, 23*(1), 183–200. doi: 10.1300/J067v23n01_12

Jones, K. (2005). Widening the lens: The efficacy of the case method in helping direct practice MSW students understand and apply mezzo and macro dimensions of practice. *Social Work Education, 24*(2), 197–211. doi:10.1080/0261547052000333135

Krueger, M. (1994). Framing child and youth care in moments of rhythm, presence, meaning, and atmosphere. *Child & Youth Care Forum, 23*(4), 223–229.

Lynn, L. E. (1999). *Teaching and learning with cases: A guidebook.* Chappaqua, NY: Seven Bridges Press.

Mantzoukas, S. (2007). Reflection and problem/enquiry-based learning: Confluences and contradictions. *Reflective Practice, 8*(2), 241–253. doi:10.1080/14623940701289311

Merseth, K. K. (1991). The early history of case-based instruction: Insights for teacher education today. *Journal of Teacher Education, 42*(4), 243–249.

Morris, D., & Turnbull, P. (2004). Using student nurses as teachers in inquiry-based learning. *Journal of Advanced Nursing, 45*(2), 136–144.

Mostert, M. P. (2007). Challenges of case-based teaching. *The Behavior Analyst Today, 8*(4), 434–442.

Raftery, S. E. C., Clynes, M. P., O'Neill, C., Ward, E., & Coyne, I. (2010). Problem-based learning in children's nursing: Transcending doubts to exceeding expectations. *Nursing Education Perspectives, 31*(4), 210–215.

Smith, N. (Producer). (2010). *Art of teaching: Engaging students in inquiry learning* [DVD]. Available from http://www.viu.ca/iel/teachlearn/art_of_teaching_2/index.asp.

Tully, S. L. (2010). Student midwives' satisfaction with enquiry-based learning. *British Journal of Midwifery, 18*(4), 254–258.

Valois, T. (2009). Working with families: A child and youth care case example. *Relational Child & Youth Care Practice, 22*(2), 64–69. doi:10.1080/14703290802377190

Vardi, I., & Ciccarelli, M. (2008). Overcoming problems in problem-based learning: A trial of strategies in an undergraduate unit. *Innovations in Education & Teaching International, 45*(4), 345–354.

West, J. E., & Watson, D. (2000). Developing an empowering approach to child care teaching. *Social Work Education, 19*(5), 463–470.

White, J. (2007). Knowing, doing and being in context: A praxis-oriented approach to child and youth care. *Child Youth Care Forum, 36*(5), 225–244. doi: 10.1007/s10566-007-9043-1

Wright, S. (1996). Case-based instruction: Linking theory to practice. *Physical Educator, 53*(4), 190–197.

Appendix A

VANCOUVER ISLAND UNIVERSITY
CHILD AND YOUTH CARE PROGRAMS

CYC 200B PROFESSIONAL FOUNDATIONS FOR CHILD AND YOUTH CARE

Assignment #4 Care Planning Report (a group assignment)

Instructors: Heather Sanrud and Patti Ranahan

Total Value: 40% of Final Grade

The purpose of this assignment is for you to work in a team to experience what is involved in creating a care plan in professional child and youth care (cyc) practice. You will be randomly divided into groups for this assignment. Once you are in a group, your instructors will provide you with a "presenting issue" that will be the focus of your involvement with a fictitious family, child, or youth for the purpose of developing a care plan. Your group will also have an opportunity to co-create the case scenario with the guidance of your instructors.

Step One: Care Plan Outline

The first step of this assignment provides you with an opportunity to outline your group's intentions. You will submit a short outline which describes how your group plans on working together to accomplish the tasks of this assignment and what you **imagine** all the parts of this assignment will **potentially** look like. Also, make sure you include a clear description of your group's case scenario. This outline has the potential to provide your group with a map or guide to follow as you progress through each part of the assignment. Your instructors will also keep a copy of this outline to assist your group with its development. It is also significant to note that plans set out in the beginning may change and evolve as you work together over time. Use APA format.

Part A: Identification of Wants/Concerns & Assessment Due: December 1, 2008 (10%)

1. Working with the information within your case scenario, your task is to engage the family, child, or youth with the intent to gather information about how you might best support them to resolve their presenting issue. A variety of information gathering strategies

including observation and interview could be used. Describe what that might look like as well as describe the resulting information from your information gathering (i.e. possible questions and answers). The intent of your information gathering is to develop as complete an understanding of this scenario as possible to develop an assessment.

2. You will submit a 3-5 page assessment report (using APA format) based on the information you have gathered which clearly identifies the purpose for the assessment, strategies for gathering information (how information was collected), what information was collected, and what conclusions you have drawn based on the information collected in regards to the purpose.

Part B: Formulation of Outcomes, Strategy Design and Implementation

Based on the conclusions identified in Part A, develop a care plan which will include the formulation of outcomes, strategy design, and implementation. The plan needs to clearly identify the family, child or youth's strengths, area(s) of concern, goal (s), what you will do to support the family, child or youth in achieving the goal (s), what the family, child or youth will do to work on the goal(s), and how the plan will be evaluated. Use APA format.

Part C: Evaluation and Follow-up

Write a short reflection about how you might evaluate your plan and follow-up with the family, child or youth. How would you know if your strategy worked or not? How might you adjust if your strategy was not working? What indications might you notice that reveal success or lack of success? Also write about how you have demonstrated relational, developmental, ecological, strength-based, pluralistic, and social justice perspectives in your work.

Part D: Oral Summary

This is the last part of the assignment and is a wonderful opportunity for you to showcase your work. Each group will have an opportunity to explain their work to others, sharing what they learned in this process as well as highlighting creative and innovative cyc assessments, plans, tools, techniques, strategies, theories, and perspectives. Students will be involved in the preparations of these oral presentations and they may be coordinated with the presentations from assignment #3. Earning 5 marks for this part will be based on how your presentation is organized and delivered, and may even be peer and/or self-assessed.