



COURSE OUTLINE: CYC156 - CHILD & ADOLES DEV

Prepared: CYC Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| Course Code: Title | CYC156: CHILD AND ADOLESCENT DEVELOPMENT |
| Program Number: Name | 1065: CHILD AND YOUTH CARE |
| Department: | CHILD AND YOUTH WORKER |
| Academic Year: | 2022-2023 |
| Course Description: | <p>This course provides an intensive study of the psychological, physical and social development of the child from conception to the end of adolescence. Psychological concepts, theories and research will be examined in relation to the child's development. The application of theory and research to the problems of childhood will be discussed.</p> <p>There will be an introduction to developmental issues during the adult phase of the life cycle, with a particular emphasis on parenthood.</p> <p>A holistic view of human development and functioning will be encouraged. Emphasis will be on students integrating and applying their knowledge of patterns and occurrences. The course will include an ongoing study of psychological theory, method and vocabulary.</p> |
| Total Credits: | 3 |
| Hours/Week: | 3 |
| Total Hours: | 42 |
| Prerequisites: | PSY102 |
| Corequisites: | There are no co-requisites for this course. |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1065 - CHILD AND YOUTH CARE |
| Please refer to program web page for a complete listing of program outcomes where applicable. | <p>VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs</p> <p>VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.</p> <p>VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.</p> <p>VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.</p> <p>VLO 9 Adhere to relevant legislation and Child and Youth Care standards of practice, competencies, and codes of ethics as a practitioner.</p> <p>VLO 10 Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.</p> |



| | VLO 12 Develop the capacity to work with children, youth and families who identify with Indigenous, Black, and racialized communities, as well as people in LGBTQ2+ and disabled communities, by identifying systemic inequities and barriers, integrating practices such as trauma-informed care, and respecting their inherent rights to self-determine. | | | | |
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| Essential Employability Skills (EES) addressed in this course: | <p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p> | | | | |
| Course Evaluation: | <p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p> | | | | |
| Books and Required Resources: | <p>Children: A Chronological Approach by Robert V. Kail & Theresa Zolner Publisher: REVEL Edition: Canadian, 5th ISBN: 9780134744148</p> | | | | |
| Course Outcomes and Learning Objectives: | <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Recognize and describe patterns of growth and development in various inter-related domains of functioning (cognitive, physical, emotional and social) from conception to the end of adolescence.</td> <td> 1.1 Differentiate between cognitive, physical, emotional and social domains of development. 1.2 Identify key theories of developmental psychology, and attachment. 1.3 Consider and discuss the interactions of biological, psychological, sociological and environmental factors in growth and development. 1.4 Describe factors that contribute to, or hinder, optimal growth and development from conception up to and including early childhood, including political, social and economic favours. 1.5 Recognize and describe the developmental impact of environmental context (i.e., family life/home, school, recreation) and cultural norms. 1.6 Differentiate between normative and individual patterns of development. </td> </tr> </tbody> </table> | Course Outcome 1 | Learning Objectives for Course Outcome 1 | 1. Recognize and describe patterns of growth and development in various inter-related domains of functioning (cognitive, physical, emotional and social) from conception to the end of adolescence. | 1.1 Differentiate between cognitive, physical, emotional and social domains of development. 1.2 Identify key theories of developmental psychology, and attachment. 1.3 Consider and discuss the interactions of biological, psychological, sociological and environmental factors in growth and development. 1.4 Describe factors that contribute to, or hinder, optimal growth and development from conception up to and including early childhood, including political, social and economic favours. 1.5 Recognize and describe the developmental impact of environmental context (i.e., family life/home, school, recreation) and cultural norms. 1.6 Differentiate between normative and individual patterns of development. |
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| | Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| | 2. Access and apply child development literature from a variety of sources to enhance professional knowledge and competence | 2.1 Explain the role of research in guiding developmental theory and practice. 2.2 Link observed behaviours to concepts from child development literature. 2.3 Link current professional issues to concepts from child development literature. 2.4 Use theory and research to inform discussions about the problems of childhood. |
| | Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| | 3. Apply communication, teamwork and organizational skills that reflect the collaborative nature of our profession and enhance the quality of service in Child and Youth Care practice. | 3.1 Contribute to collaborative learning activities and respond respectfully to the ideas, opinions and activities of others. 3.2 Report on observations of behaviour as supported by appropriate developmental research. 3.3 Prepare and present information on child development that is supported by research and pertinent to the role of a CYC. 3.4 Plan and implement, clear, concise written, oral and electronic communications that meet identified needs. 3.5 Develop and apply organizational and time management skills. |
| | Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| | 4. Promote overall well-being and facilitate positive change for children through recognition and utilization of developmental influences, patterns and occurrences. | 4.1 Demonstrate an understanding of normative and non-normative developmental factors. 4.2 Describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence. 4.3 Apply selected theories of development to explain and analyze the developmental needs of children and youth at various stages. |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight |
|---------------------------------------|--------------------------|
| Assignments | 40% |
| Participation and Relational Practice | 20% |
| Quizzes | 40% |

Date:

December 15, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

