Prepared: Child and Youth Care Faculty
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0204: CHILD AND ADOLESCENT DEVELOPMENT II
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F
Course Description:	This course is a continuation of CYC153. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behaviour will be contrasted with more typical patterns. There will also be an introduction to developmental issues during the adult phase of the life cycle, with a particular emphasis on parenthood. A holistic view of human development and functioning will be encouraged. Emphasis will be on students integrating and applying their knowledge of developmental patterns and occurrences. The course will include an ongoing study of psychological theory, method and vocabulary.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	CYC0153
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	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.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Children by Robert V. Kail and Theresa Zolner Edition: Canadian (current)

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Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	**Learning Objectives for Course Outcome 1**
Promote overall well-being and facilitate positive change for children through recognition and utilization of developmental influences, patterns and occurrences .	Demonstrate an understanding of normative and non-normative developmental factors. Describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence. Apply selected theories of development to explain and analyze the developmental needs of children and youth at various stages.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Communicate effectively in verbal, non verbal and written forms which enhance the quality of service in Child and Youth Care practice.	Identify and describe, in both written and verbal form, normative and individual factors as they impact on specific cases. Identify and describe, in both written and verbal form, a developmental perspective on evidence informed practice.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Form professional relationships that enhance the quality of service for children, youth and their families.	Apply previously learned skills in listening and responding to class discussions in order to promote enquiry and validation of different views, by interacting with others in the class discussions and study groups. Actively engage in small group activities, as assigned.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence.	Demonstrate the ability to manage time and other resources. Apply time management skills to ensure punctuality and regular attendance in class, in order to facilitate the group learning and discussion process.

Evaluation Process and Grading System:		

Evaluation Type	**Evaluation Weight**
Assignments	45%
Skills Demonstration	15%
Tests	40%

CICE Modifications:	**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as

inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:	August 28, 2019
Addendum:	Please refer to the course outline addendum on the Learning Management System for further

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information.