



COURSE OUTLINE

CYC303

Prepared: CYC Faculty Approved: Martha Irwin, Chair Community Services & Interdisciplinary Studies

Course Code: Title	CYC303: PSYCHOPATHOLOGY CHILDHOOD ADOLESCENCE II
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Semester/Term:	17F
Course Description:	This course will build on the competencies developed in CYC250 (Psychopathology of Childhood & Adolescence I) and will examine a range of disorders of childhood, adolescence and young adulthood not previously addressed. These clinically challenging psychopathologies will be examined from a holistic perspective. Each will be explored extensively with respect to it's impact on the individual, family and community. A look at the symptoms, causes, treatments and prevention approaches from the Child and Youth Care perspective will be included.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	CYC250
Substitutes:	CYW320, OEL537
Vocational Learning Outcomes (VLO's):	<p>#2. Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.</p> <p>#3. Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.</p> <p>#4. Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.</p> <p>#5. Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.</p> <p>#6. Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.</p> <p>#8. Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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Essential Employability Skills (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.
- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assessments and Treatment Plans	30%
Skill Development	15%
Tests	40%
Treatment Assignment	15%

Course Outcomes and Learning Objectives:

Course Outcome 1.

Assess and respond to the strengths and needs of children and youth, including complex responses impacted by developmental, environmental, physical, emotional, social and mental health challenges in order to promote positive change.

Learning Objectives 1.

- a. Assess developmental domains (cognitive, physical, emotional and social) in children, youth and their families applying theories of growth and development, and attachment.
- b. Analyze observed responses considering biological, psychological, sociological and environmental strengths along with challenges (i.e., substance abuse, neglect, abuse, pregnancy, family disruptions and trauma).



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- c. Assess and analyze the environmental context (i.e., family life/home, school, recreation) of children and youth to identify opportunities to change patterns of behaviour learned in those environments.
- d. Identify and communicate strengths and challenges to ensure that treatment plans reflect the needs of children and youth and their families.
- e. Incorporate culturally specific developmental norms into child and youth care practice.
- f. Apply learning theories to promote the learning of new behaviour in children, youth and their families.
- g. Identify and describe behavioural manifestations in children and youth commonly associated with disorders described in the Diagnostic and Statistical Manual of Mental Disorders - DSM-5 (i.e., Attention Deficit Disorder, Conduct Disorder, Eating Disorders, Mood Disorders, Autism Spectrum Disorders and Anxiety Disorders).
- h. Explain pathological and/or symptomatic behaviour using knowledge of mental health disorders.
- i. Promote mental health wellness in children, youth and their families.
- j. Identify commonly prescribed psychopharmacological medications and describe their indications.
- k.

Course Outcome 2.

Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.

Learning Objectives 2.

- a. Evaluate, in collaboration with a team, the impact of the environment, including the cultural, economic, physical, emotional, social, spiritual, and or psycho-social contexts in which children, youth and their families live and function.
- b. Identify strengths and use those areas of strength to promote positive change.

Course Outcome 3.

Plan and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families.



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Learning Objectives 3.

- a. Identify and discuss the theoretical/empirical basis for interventions selected.
- b. Select evidence-informed interventions consistent with the assessed development level, identified strengths, needs and goals.
- c. Apply principles of crisis management to de-escalate a crisis situation, to promote safety and to maintain dignity and integrity for children, youth and their families.
- d. Identify and locate community resources for programs and activities and for the attainment of goals and identify the need for additional resources.
- e. Collaborate with other students to plan and adapt therapeutic programs, approaches and resources that respond to identified areas of need and strengths for children, youth and their families.

Course Outcome 4.

Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts.

Learning Objectives 4.

- a. Identify system barriers including political, social and economic factors that may contribute to stereotyping, bias, discrimination and social inequalities.

Course Outcome 5.

Apply communication, teamwork and organizational skills within the student team to enhance the quality of service in child and youth care practice.

Learning Objectives 5.

- a. Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards.
- b. Identify roles and responsibilities of all members of a team.
- c. Consult with relevant others to gain an holistic understanding regarding services for children, youth and their families.



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- d. Coach others (e.g., teachers, parents, peers) regarding strategies and tools to support psychosocial development and positive change in children and youth.
- e. Lead student team members in the integration of individualized, culturally relevant and developmentally appropriate intervention strategies into the treatment plan.
- f. Develop and apply organizational and time management skills.
- g. Plan and implement, clear, concise written, oral and electronic communications for diverse individuals, families and groups using anti-oppression language.
- h. Select and use technologies to document all relevant information related to professional role and responsibility (i.e., completing written reports, taking notes/minutes, preparing presentations, completing electronic forms, etc.).
- I. Explain complex concepts in ways that are understandable for and respectful of diverse individuals and groups.

Course Outcome 6.

Use evidence-based research, supervision models and professional development resources to support professional growth and lifelong learning.

Learning Objectives 6.

- a. Seek and use formal and informal supervision opportunities and ongoing feedback to enhance professional growth and competence.
- b. Act in accordance with professional codes of ethics and professional standards.
- c. Access and apply professional literature, particularly in the area of evidence-based research and evidence-informed practice.
- d. Analyze and discuss current professional issues, future trends and challenges in the field of child and youth care.

Date:

Wednesday, August 30, 2017

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