COURSE OUTLINE

CYC153

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

Course Code: Title	CYC153: CHILD AND ADOLESCENT DEVELOPMENT I
Program Number: Name	1065: CHILD AND YOUTH CARE
Department:	CHILD AND YOUTH WORKER
Semester/Term:	18W
Course Description:	Part 1 of this course provides an intensive study of the psychological, cognitive, physical and social development of the child from conception to early childhood. 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSY102
Substitutes:	CYW132, OEL1056, PSY106
This course is a pre-requisite for:	CYC204
Vocational Learning Outcomes (VLO's): **Please refer to program web page for a complete listing of program outcomes where applicable.**	#1. Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity. #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. #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. #5. Advocate for the rights of children, youth and their families and maintain an anti-oppression perspective and cultural competence in diverse cultural contexts. #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. #7. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.

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	#8. Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.
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. #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:	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th></tr><tr><td>Assignments</td><td>40%</td></tr><tr><td>Quizzes</td><td>40%</td></tr><tr><td>Skills Demonstration</td><td>20%</td></tr></table>
Books and Required Resources:	Children by Robert V. Kail and Theresa Zolner Edition: Canadian (current)
Course Outcomes and Learning Objectives:	**Course Outcome 1.** Recognize and describe patterns of growth and development in various inter-related domains of functioning (cognitive, physical, emotional and social) from conception to early childhood **Learning Objectives 1.** • Differentiate between cognitive, physical, emotional and social domains of development • Identify key theories of developmental psychology, and attachment • Consider and discuss the interactions of biological, psychological, sociological and environmental factors in growth and development

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• 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
• Recognize and describe the developmental impact of environmental context (i.e., family life/home, school, recreation) and cultural norms
• Differentiate between normative and individual patterns of development

Course Outcome 2.

Access and apply child development literature from a variety of sources to enhance professional knowledge and competence

Learning Objectives 2.

• Explain the role of research in guiding developmental theory and practice
• Link observed behaviours to concepts from child development literature
• Link current professional issues to concepts from child development literature
• Use theory and research to inform discussions about the problems of childhood

Course Outcome 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

Learning Objectives 3.

• Contribute to collaborative learning activities and respond respectfully to the ideas, opinions and activities of others
• Report on observations of behaviour as supported by appropriate developmental research
• Prepare and present information on child development that is supported by research and suitable to the needs of a target audience
• Plan and implement, clear, concise written, oral and electronic communications that meet identified needs
• Develop and apply organizational and time management skills

Date: Wednesday, August 30, 2017

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

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