

M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Examine prominent developmental theories to CYC practice <ul style="list-style-type: none"> • educational theories • ethological theories • social learning theories • cognitive theories • humanistic theories • moral development theories • maturational theories • epigenetic theories 2. Critically analyze the use of a theory in a practice situation 3. Evaluate the ecological impact for client, family and community <ul style="list-style-type: none"> • describe the life of the child in the family, school, community and society • discuss socio, political, cultural, religious and economic impacts on the development of children 4. Evaluate her/his own individual role in child and youth development <ul style="list-style-type: none"> • reflect on and discuss verbally and in writing key personal developmental themes • discuss how individual personal developmental themes relate to work with children and youth • discuss themes of attachment, cognitive/psychosocial development, independence and the helping process 5. Demonstrate effective communication skill, both written and verbal 6. Develop and apply team work skills
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. An understanding of the dominant theories of human growth and development is fundamental to professional child and youth care. 2. Child and youth care workers use theories of human growth and development in practice situations frequently. The ability to think critically about the theory they are using in a situation and the ability to apply more than one theory in a situation deepens the understanding of the child or youth. Child and youth care workers may also be in situations where other professionals are applying developmental theory to practice. Being able to think critically about the theory being applied allows the child and youth care worker to participate in the discussion and offer alternate theories when required. 3. Human growth and development does not occur in a vacuum. Development is the result of both nature and nurture, genetics and the environment. An understanding of the ecological perspective is critical to effective child and youth care work. 4. Child and youth care workers are also developing human beings who will have their own perspectives on key developmental events in their own lives and in the lives of their siblings, peers and parents. As they develop their own understanding of significant developmental themes in their own lives, they will become clearer about the developmental growth and change of others. 5. Child and youth care workers write reports on the children and youth with whom they work. These reports are read by other professionals and may be subpoenaed by the courts. It is critical that these reports be thoughtful and accurate and support the best interests of the child. Similarly, child and youth care workers will participate in conferences on the children and youth. Effective, thoughtful, informed verbal communication is a significant professional skill. 6. Child and youth care practitioners work in teams, often several different teams in the course of a work week. The ability to effectively participate in teams and discuss developmental issues in the lives of the children and youth with whom they work with professionals who may have different perspectives than those of the CYC practitioner, is a reality of professional life. Learning how to discuss ideas and remain focused on the best needs of the child is a challenge and a necessity.
O:	<p>Methods of Instruction</p> <p>Lecture</p> <p>Group Work</p> <p>Student presentations</p> <p>Audiovisual presentations</p> <p>Other</p>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>TBA</p>

Q: Means of Assessment: Typical means of evaluation will include a combination of written research assignments, case evaluation, testing, and group presentations. This is a Graded Course.
R: Prior Learning Assessment and Recognition This course is available for PLAR

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Registrar