



**M:** Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Apply prominent developmental theories to child and youth care (CYC) practice:
  - ethological theories
  - social learning theories
  - educational theories
  - cognitive theories
  - humanistic theories
  - moral development theories
  - maturational theories
  - epigenetic theories
2. Examine the development of children and adolescents with one of the following support needs, using at least three developmental theories and an ecological framework:
  - Recently immigrated to Canada
  - Adopted or in foster/residential care
  - Life-threatening or chronic illness
  - Exhibiting severe behaviour in a mainstream school setting
  - Substance dependent
  - Living on the street
  - On probation or incarcerated
  - Exhibiting social-emotional disturbance or mental illness
3. Discuss developmental and systemic issues for children and youth with support needs
  - Describe linkages of community concerns and CYC issues
  - Describe how the community-based systems impact (either positively and/or negatively) the children's and youth's developmental needs.
  - Discuss changes in ecological systems important to positively affect the development of the children and youth with the selected support need
  - Using developmental theory, critically examine current issues in the media concerning children and youth
4. Discuss the role of the CYC worker with children with a specific support need
5. Demonstrate effective communication skill, both written and verbal
6. Demonstrate team work skills

**N:** Course Content: The following global ideas guide the design and delivery of this course:

1. In CYC practice, the significance of theories is in the application to real life situations and conditions. CYC practitioners need current theoretical developmental knowledge so that they can provide quality care and planning with children, youth and their families.
2. The children with whom CYC practitioners work often have one of the support needs listed above (M#2). CYC practitioners need to have a thorough developmental understanding of a particular support need.
3. CYC practitioners need to develop a general understanding of a broad spectrum of developmental support needs of children and youth. Practitioners need to be able to analyze the child's need for support within the ecological context in which the child/youth and family live. Children/youth with support needs and their families are usually dependent on community-based services to meet their needs. CYC practitioners often play the role of identifying services for the family. CYC practitioners are often the mediators between the community service and the family. CYC practitioners often are advocates for children/youth and families in the network of services.
4. CYC practitioners have specific roles to play in relation to each of the support need areas listed above. CYC practitioners will work with many other professions in the provision of service to the child/youth and family. It is critical that CYC practitioners know their role and understand the roles of other professionals. Effective child and youth care practice is both the provision of service and referral to the services of other professions and/or agencies.
5. CYC practitioners 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 with whom they work. Effective, thoughtful, informed verbal communication is a significant professional skill.

<p>6. CYC 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 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 interests of the child (and not on professional rivalries) is a challenge and a necessity.</p>
<p><b>O:</b> Methods of Instruction  <b>Lecture</b>  <b>Group Work</b>  <b>Student presentations</b>  <b>Audiovisual presentations</b>  <b>Other</b></p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students  <b>TBA</b></p>
<p><b>Q:</b> Means of Assessment:  <b>Typical means of evaluation will include a combination of written research assignments, case evaluation, testing, and group presentations. This is a Graded Course.</b></p>
<p><b>R:</b> Prior Learning Assessment and Recognition:  <b>This course is available for PLAR</b></p>

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Education Council / Curriculum Committee Representative

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Registrar