

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CYC 340		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Developmental Theory in Child and Youth Care Practice Course Short Title (if title exceeds 30 characters): Developmental Theory in CYC																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Child, Youth and Family Studies																	
CALENDAR DESCRIPTION: <p>This course focuses on the understanding of developmental theory, examining historical and contemporary theories and relevant implications in practice. The context of the ecological model is used as a unifying construct for considering all work with children, youth, and families.</p>																			
Prerequisites (or NONE):		Admission to the Bachelor of Arts in Child and Youth Care, and C+ or better in each of CYC 202, CYC 203, CYC 210, CYC 220, CYC 275, CYC 280, and CYC 296.																	
Corequisites (if applicable, or NONE):																			
Pre/corequisites (if applicable, or NONE):																			
Equivalent Courses (cannot be taken for additional credit) Former course code/number: CYC 338A Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>6</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	39	Seminars/tutorials/workshops	6	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: student directed learning		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Total	45																		
		Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Dr. Maple Melder Crozier		Date approved: October 25, 2016																	
Faculty Council approval		Date approved: November 4, 2016																	
Campus-Wide Consultation (CWC)		Date of posting: February 3, 2017																	
Dean/Associate VP: Dr. Tracy Ryder Glass		Date approved: November 4, 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: February 24, 2017																	

Learning Outcomes

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

- Apply prominent developmental theories to CYC practice;
- Critically analyze a theory's use in a practice context;
- Evaluate the ecological impact for client, family, and community;
- Assess their own individual roles in child and youth development;
- Demonstrate effective communication skills, both spoken and written;
- Develop teamwork skills.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

This course utilizes a variety of learning modalities. Instructor lecture, student presentations, ongoing discussions will link theory to everyday CYC practice.

Case study, video, small group work methods and community interaction will be included. Students are encouraged to become actively involved in the learning process.

Participation will enhance the integration of theory and practice, and support its application.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Berns, R.M.	Child, Family, School and Community: Socialization and Support	<input checked="" type="checkbox"/>	Holt, Rinehart & Winston, Inc. Toronto, ONT.	2012
2. Crain, W.	Theories of Development: Concepts and Applications	<input checked="" type="checkbox"/>	Prentice-Hall, Englewood Cliffs, N.J.	2010
3.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Additional articles and readings to supplement the text are in the library on 2-hour reserve or will be provided throughout the course.

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments: Essay	30%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other: Presentations	25%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Developmental theory: parts of the whole
- Ecological approach: development in context
- Psychoanalytic theory
- Ethological theory
- Cognitive theory
- Behavioral theory
- Social learning theory
- Moral theory
- Maturational theory
- Humanistic theory
- The function, nature, and nurture of families