## Theoretical Foundations for Child and Youth Care

### Calendar Description:
This course introduces theories of behaviour change, a systems orientation to personal and organizational change, and a normative developmental approach as a basis for developing a personal/professional theoretical perspective for child and youth care practice.

### Prerequisites:
- Departmentally approved related certificate or diploma or 30 university transfer credits or permission of the Program Head

### Synonymous Course(s):
- N/A

### Service Course To:
- N/A

### Total Hours per Term:
- 45

### Structure of Hours:
- Lectures: 39 hrs.
- Seminar: 6 hrs.
- Field Experience: hrs.
- Student Directed Learning: hrs.
- Other (Specify): hrs.

### Maximum Enrolment:
- 36

### Expected Frequency of Course Offering:
- Every Fall Semester

### Will Transfer Credit Be Requested?:
- (Lower-level courses only)
  - YES X NO
- (Upper-level requested by department)
  - YES N/A NO N/A

### Transfer Credit Exists in BCCAT Transfer Guide:
- YES X NO

### Authorization Signatures:
- Course designer(s): Cindy Rammage
- Chairperson: (Curriculum Committee)
- Department Head: D'Anne Epp
- Dean: J. Snodgrass
- PAC Approval in Principle Date: (type date in this field)
- PAC Final Approval Date: November 27, 2002
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of this course, students will:

* Have a working understanding of the constructs of several major theoretical approaches and begin to apply them to CYC practice situations.
* Understand the difference and relationship between behaviour change theory and developmental theory.
* Understand the key concepts in a systems theoretical orientation to personal and organizational change, and how they can be applied to CYC practice.
* Have a basic working understanding of the tenets of a normative developmental orientation, and be able to articulate its role in CYC practice.
* Provide reasons for understanding the theoretical base in their practice, describe the core components of their personal theoretical perspective, and apply them in practice situations.

METHODS:

A number of learning modalities will help students understand theory and apply it to CYC practice. Instructor lecture, student presentations, small group and class discussions, roleplay, video, case studies, and workbook exercises will be used to accomplish the learning objectives. Writing projects will require students to apply theory to child and youth care practice. Participation in class discussion and community interaction is encouraged to help students understand theory and relate it to practice in this course.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

YES  X  NO

METHODS OF OBTAINING PLAR:

Assignments, exam, experience or combination thereof, based on course objectives.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]


SUPPLIES / MATERIALS:


STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignments, exam, experience or combination thereof, based on course objectives.

Essay 20%
Final Exam 15%
Chapter Quizzes 15%
Group Presentation 15%
Midterm 15%
Final Exam 20%
 Participation/Attendance 10%
COURSE CONTENT:
Course content varies by instructor. An example of course content might be:

1. Introduction to theoretical foundations
2. Theoretical and Ethical issues
3. Behaviour Change Theories - Coverage of 9 theories (one theory per class)
4. Normative Development Perspective - theories
5. Normative Development Perspective - relationship to practice in child and youth care