OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:  
ECE/CYC

COURSE NAME/NUMBER  
CYC 341

FORMER COURSE NUMBER  
CYC 338B

UCFV CREDITS  
3

CALENDAR DESCRIPTION:
This course focuses on the clinical application of contemporary developmental theory. The content examines the application of eight contemporary theories to the various community agencies, and issues relevant to the field of practice with children, youth, and their families. The course emphasizes program design and professional practice for all work with children, youth, and families.

PREREQUISITES:
CYC 340, admission to the CYC degree program, and all CYC 200-level core courses.

COREQUISITES:
None

SYNONYMOUS COURSE(S)
(a) Replaces:  
CYC 338 B  
(Course #)

(b) Cannot take:  
N/A  
(for further credit)  
(Course #)

SERVICE COURSE TO:

TRAINING DAY-BASED INSTRUCTION

TOTAL HOURS PER TERM:  
45

STRUCTURE OF HOURS:

Lectures: 39 hrs.
Seminar: hrs.
Laboratory: hrs.
Field Experience: hrs.
Student Directed Learning: 6 hrs.
Other (Specify): hrs.

Combination of Lecture and Lab Hours: YES/NO

MAXIMUM ENROLMENT:  
36

EXPECTED FREQUENCY OF COURSE OFFERING:
Every Winter Semester

WILL TRANSFER CREDIT BE REQUESTED?  
(Lower-level courses only)  
YES N/A NO N/A

WILL TRANSFER CREDIT BE REQUESTED?  
(Upper-level requested by department)  
YES X NO

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:  
YES X NO

AUTHORIZATION SIGNATURES:

Course designer(s):  
(Maple Melder Crozier)

Chairperson:  
(type name in this field)  
(Curriculum Committee)

Course reviewed by:  
(type name in this field)

Department Head:  
(D'Anne Epp)

Dean:  
(Jackie Snodgrass)

PAC Approval in Principle Date:  
(type date in this field)  
PAC Final Approval Date:  
March 31, 2006
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:
Upon successful completion of this course, students will:
- Be able to apply prominent developmental theories to CYC practice;
- Be able to critically analyze a theory’s use in a practice context;
- Be able to evaluate the role of child and youth care on CYC practice;
- See the linkages of community concerns and CYC issues;
- Demonstrate effective communication skills, both spoken and written;
- Develop and apply teamwork skills.

METHODS:
This course utilizes a variety of learning modalities. Instructor lecture, student presentations, ongoing discussions will link theory to everyday CYC practice. Case study, video, community interaction and small group work methods will be included. Students are encouraged to become actively involved in the learning Participation will enhance the integration of theory and practice, and support its application.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
Credit can be awarded for this course through PLAR _______ YES _______ X _______ NO _______

METHODS OF OBTAINING PLAR:
Assignment, 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:]


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

SUPPLIES / MATERIALS:
None

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
- Presentation 30 %
- News Article Montage 20 %
- Research Article Reviews (2 @ 10 each) 20 %
- Final Comprehensive Exam 30 %
COURSE CONTENT:

Course content varies by instructor. An example of course content might be:

1. Synthesis of Developmental Theory
2. CYC Issues in the news
3. Community link--Child care
4. Community link--Schools
5. Community links--Peers
6. Community links--Media
7. Diversity Workshop
8. Community impact on development
9. Empowerment & advocacy