

## **Justice Institute of British Columbia COURSE OUTLINE**

**Course Code:** FMRS103

**Course Title:** Child Development

**Prerequisite Courses:** FMRS101 - Roots and Principles of Family Resource Programs in Canada

**School:** School of Community & Social Justice

**Division/Academy/Centre:** Centre for Counselling & Community Safety

**Previous Course Code & Title:** N/A

**Course First Offered:** Sept 23, 2009

<b># of Credits:</b>	<b>.5</b>
----------------------	-----------

### **Course Description:**

This course will allow participants to learn how their work can promote positive childhood outcomes by examining the neuroscience of early brain development and the impact of the environment on healthy child development. This course covers the typical developmental stages of children between 0-6 years while analyzing strategies to facilitate mastery of key developmental tasks. Participants will discuss the physical, emotional, psychological and behavioural indicators of serious issues and identify specific strategies to support parents in addressing these issues.

### **Course Goal(s):**

At the end of this course participants will understand the typical development stages, and the factors that impact child development. Practitioners will learn how they can support parents in their child's mastery of developmental milestones.

### **Learning Outcomes:**

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

- Describe fundamentals of early brain development.
- Describe the typical developmental stages of children between 0-6 years.
- Understand the impact of the environment on healthy child development and positive childhood outcomes.
- Identify strategies to facilitate mastery of key developmental tasks.
- Describe the impact of specific factors on children's mastery of developmental tasks
- Describe physical, emotional, psychological or behavioural indicators of range of serious issues.
- Identify specific strategies to support parents in addressing these issues.

**Course Topics/Content:**

- Theories of child development
- Developmental stages of children aged 0-6
- Fundamentals of early brain development
- Temperament
- Environmental factors and child development
- Factors that can impede on development
- Factors fostering resiliency
- Importance of play
- Different types of play

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:** N/A

**Recommended:** N/A

**Course Level:**

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	7			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	<b>X</b>	<b>Pass/Fail</b>
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	<b>60%</b>
-----------------------	------------

**Evaluation Activities and Weighting:**

Final Exam	%	<b>Written Assignments</b>	<b>50%</b>	<b>Group Project</b>	<b>20%</b>	Capstone Project	%
Midterm Exam	%	Portfolio	%	<b>Participation</b>	<b>15%</b>	<b>Journals</b>	<b>15%</b>
Quizzes/Test	%	Simulations	%	Practicum	%	<b>TOTAL</b>	<b>100%</b>

**Comments on Evaluation Activities and Weighting:**

- 100% attendance in all classes.
- Active contribution to small and large group discussions and activities.
- Successful completion of daily learning journal assignment and course evaluation.
- Completion of written assignment and successful planning and delivery of case study assignment during FMRS108.

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.