

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

## CICE COURSE OUTLINE

**COURSE TITLE:** Child and Adolescent Development II

**CODE NO. :** CYW205 **SEMESTER:** Fall

**MODIFIED CODE:** CYW0205

**PROGRAM:** Child and Youth Worker

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**MODIFIED BY:** Mary Lewis, Learning Specialist CICE Program

**DATE:** Sept/2009 **PREVIOUS OUTLINE DATED:** Sept/08

**APPROVED:** "Angelique Lemay"

	CHAIR, COMMUNITY SERVICES	DATE
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	HSC104/ED 089	
<b>HOURS/WEEK:</b>	3	

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

### **COURSE DESCRIPTION:**

This course is a continuation of CYW132/ CYW0132. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behaviour will be contrasted with normal patterns.

As time allows, issues of development during the adult phase of the life cycle will be reviewed. There will be ongoing study of psychological theory, method and vocabulary.

A holistic view of human development and functioning will be encouraged. Emphasis will be on students integrating and applying their knowledge of developmental patterns and occurrences.

### **II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:**

**Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:**

1. Promote overall well-being and facilitate positive change for children (from CYW CSAC Learning Outcome #2) by learning and using different developmental influences, patterns and occurrences

*Potential Elements of the performance:*

- a. *demonstrate a general understanding of normal and ab-normal developmental factors*
- b. *describe the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence*
- c. *apply selected theories of development to explain the developmental needs of children and youth at various stages*

2. Communicate effectively in verbal, nonverbal and written forms which enhance the quality of service (CYW CSAC Learning Outcome #8)

*Potential Elements of the performance:*

- a. *identify and describe, in both written and verbal form, normal and individual factors as they impact on specific cases*
- b. *define and apply selected vocabulary from the child development literature*
- c. *use American Psychological Association reporting format as required*

3. Form professional relationships which enhance the quality of service for children, youth and their families (CYW CSAC Learning Outcome #5)

*Potential Elements of the performance:*

- a. *apply previously learned skills in listening and responding to class discussions in order to promote enquiry and validation of different views, by interacting with others in the class discussions and study groups*
  - b. *actively participate in small group activities, as assigned*
4. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence (CYW CSAC Learning Outcome #6)

*Potential Elements of the performance:*

- a. *demonstrate the ability to manage time and other resources*
- b. *apply time management skills to ensure punctuality and regular attendance in class, in order to facilitate the group learning and discussion process*

**III. TOPICS:**

1. Review of Developmental Theories
2. Review of Infant and Early Childhood Development
3. Physical Development in later Childhood and Adolescence
4. Cognitive Development in later Childhood and Adolescence
5. Social/Emotional Development in later Childhood and Adolescence
6. Developmental Challenges and Issues in later Childhood and Adolescence

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Children, Canadian Edition, Robert V. Kail and Theresa Zolner  
\* **Previously purchased for HSC104**
2. Access to a course related film and viewing equipment for assignment purposes (details to be provided in class)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**Tests:** There will be five quizzes for 10% each; however, only the best four will be counted. Quiz questions may require students to draw on major areas of study from CYW132. The dates and further details will be provided in class. There will be no opportunity to write missed tests except in the case of a documented medical or personal emergency. **(10% x 4)**

**Film Case Study:**

Written Component:

Each film presentation will be accompanied by a research paper written by the presenter(s). The research paper will provide an in depth analysis of the issues raised in the case, with current research information provided to support the analysis. The paper should identify key issues, investigate them further, and report on them in a clear, complete and scholarly fashion. In the event that a case makes reference to cultural issues relevant to the United States or elsewhere, students are expected to make “cultural translations” to Canadian parallels and, where appropriate, Canadian statistics. As part of the overall analysis, the personal views of the students will be accepted provided they are cross-referenced to research findings. Overall, students are expected to demonstrate a solid grasp of middle childhood and adolescent developmental issues as identified in their assigned case.

The Reference List must include specific information from “Children” (Kail) and a minimum of **2** other scientific/professional references. References must appear both on a separate sheet and in the body of the paper, as indicated by APA reporting format.

The **2** additional sources must date within the last ten years and be professionally credible. References may be obtained from books and texts, research journals, professional or news magazines (e.g. Psychology Today, Discover etc.). It is the student’s responsibility to ensure the accuracy of references - if in doubt, contact the professor. Internet sources must be chosen carefully to ensure credibility and relevance. The research paper will constitute **15%** of the final grade. Length: 2 pages per person, typed and double-spaced

Due Date: TBA in first class

**Personal Reflection Paper:** Students will individually submit a reflection paper regarding their own developmental experience of adolescence, according to criteria attached. This assignment will constitute **15%** of the final grade.

**Class Involvement:** Participation, preparation, completion of readings, satisfactory completion of weekly assignments, and mature involvement in class will constitute **15%** of the final grade.

**V1. METHOD OF ASSESSMENT**

4 quizzes at 10%	40%
Film Case Research Paper	25%
Personal Reflection Paper	20%
Attendance and Participation	<u>15%</u>
	100%

**College Grading System**

*The following semester grades will be assigned to students:*

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Failure)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**Note:** Students may be assigned an “F” grade at Midterm for unsatisfactory performance.

**V11. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. ***Once the classroom door has been closed and the learning process has begun, late arrivers may not be granted admission to the room until the first scheduled break unless otherwise permitted by the instructor.***

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

**Instructions for Film Case Study Assignment (\*drawn from film list to be provided)**

1. Instructions for Written Component of Film Case Study Assignment (25%)  
Presenter(s) will submit a paper on the assigned film case study( 2 to 3 pages per person) that contains research from at least five credible sources, including our text. The paper will use the same headings as the one page hand-out provided for the class, but will expand on various areas in significant detail, as follows:

- a. Thesis Statement: This is a statement or premise relating to the underlying issues that will be discussed, considered and/or proven throughout the paper, using research from various sources. This section of the paper should be contained in a general introduction (no more than one or two paragraphs)

Thesis statement is general in nature, relating to many adolescents

- b. Introduction to the Case: This is a brief overview of the case, which provides basic background and sequence of events. (one or two paragraphs only)

Introduction is specific in nature, relating to the circumstance of the particular case study

- c. Underlying Issues: This section identifies underlying issues which are relevant to the case. Each issue should be researched and discussed in some detail (one to two pages each) using appropriate references.

Discussion of Issues is general in nature. For example, if self-esteem is one of the underlying issues identified in the case, the group would investigate and report on current research related to self esteem in middle childhood or adolescence.

**This section will form the body of the paper (i.e. 3 issues at 1 pages each = approximately 3 pages)**

- d. Application: This section describes how the underlying issues apply to the case (one or two paragraphs only)

Application section is specific in nature, relating to the circumstances of the particular case in the film.

- e. Concluding Statements: This section integrates both general and specific aspects of the paper in a brief summary paragraph. (see sample hand-out attached elsewhere in package)

- f. List of References: minimum 2 references, excluding text



3. Recommended Work Plan for Presentation Groups

Group Members: \_\_\_\_\_

- a) Individual Preparation: Each group member to view the assigned film with particular attention to the character who is the focus of the assignment. While doing so, group members should jot down ideas for a possible thesis statement and underlying issues to be explored. Completed: \_\_\_\_\_

- b) First Group Meeting Date: \_\_\_\_\_

- i) Members share ideas and reach agreement regarding a thesis statement and underlying issues for research and discussion. Completed: \_\_\_\_\_

- ii) Group members divide tasks (i.e. who will take responsibility for preparing each aspect of assignment and by what date?)

decide who will research which of the underlying issues, and record references for same?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

decide who will prepare hand-out for class

\_\_\_\_\_

decide who will develop discussion questions for class presentation

\_\_\_\_\_

decide what visual aids will be required and who will prepare same

\_\_\_\_\_

decide how information can be pooled into one paper (i.e. using compatible computer programs and disks?); decide who will prepare final paper (typing, editing and combining the various sections into one cohesive paper with clear sub-headings, cover page, list of references etc.)

\_\_\_\_\_

- c) Second Group Meeting Date: \_\_\_\_\_

group shares research findings to be incorporated into paper and presentation.

Completed: \_\_\_\_\_

group plans oral presentation and classroom discussion

decide who will present what information, in what manner? Finalize discussion questions.

Completed: \_\_\_\_\_

develop plan to finalize written and oral components of assignment.

Completed: \_\_\_\_\_

- d) Final Group Meeting Date: \_\_\_\_\_

Ensure that all aspects of written and oral components are ready to go, and that all members are aware of their individual responsibilities. Completed: \_\_\_\_\_

**GRADING CRITERIA FOR PRESENTATION/DISCUSSION IN CLASS**

**PRESENTER(S):** \_\_\_\_\_

**LEVELS OF EFFORT AND/OR SKILL DEMONSTRATED IN EACH AREA:**

Minimal Level - lowest score

Expected Level – mid-range score

Exceptional Level – highest score

Length of Discussion (approximately 15 minutes per person including film clips) 4	0	2	3
Effectively introduced the case and identified key issues 6	0	3	4
Used film clips appropriately to support topics of presentation 4	0	2	3
Provided a one or two page hand-out for classmates, highlighting key points, and following the assigned format 6	0	4	5
Developed several well-chosen <u>open</u> questions to stimulate discussion (i.e. questions that do not have a simple yes/no answer) 6	0	4	5
Prepared to troubleshoot common group discussion problems - if one class member is dominating discussion, summarize and redirect - if several people try to speak at once, intervene and request one at a time - if people are having side conversations during discussion, let them know the behaviour is distracting and request their attention - recognize and prevent side-tracking – keep discussion on main issues - discourage excessive negativity (as it undermines constructive discussion) but do try to identify value of all perspectives - Attempt to draw out and support “shy” or quiet members			
Managed the time carefully, and ended the discussion with a clear statement of summary and conclusion (i.e. do not end by saying “Well, that’s it!”) 4	0	2	3

**GRADE OUT OF 30** /30

**DIVIDED BY 2 = FINAL GRADE OUT OF 15** /15

**GRADING CRITERIA FOR WRITTEN COMPONENT  
OF FILM CASE STUDY ASSIGNMENT  
CHILD & ADOLESCENT DEVELOPMENT 2**

<b>PRESENTER(S)</b>		<b>Approximate Grading (up to...)</b>			
<b>Introduction:</b>	thesis statement and introductory statement(s) clearly indicate topic(s) and purpose of the paper	<b>0</b>	<b>1</b>	<b>1.5</b>	<b>2</b>
	skilful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	<b>0</b>	<b>1</b>	<b>1.5</b>	<b>2</b>
<b>Organization:</b>	logical, coherent, unified, suitable to purpose of paper, developed in an orderly fashion building to prove the thesis statement or to a conclusion	<b>0</b>	<b>1.5</b>	<b>2</b>	<b>3</b>
<b>Content:</b>	Informative, specific, clear, recent literature cited, convincing, pertinent, scholarly	<b>0</b>	<b>2.5</b>	<b>3</b>	<b>4</b>
<b>Conclusion:</b>	including final summarizing statements	<b>0</b>	<b>1</b>	<b>1.5</b>	<b>2</b>
<b>Style and APA Format:</b>	proper referencing, title page & reference list, overall appearance	<b>0</b>	<b>1</b>	<b>1.5</b>	<b>2</b>
<b>Penalty for lateness:</b>	1 mark per calendar day				
<b>Total Mark:</b>					<b>/ 15</b>

**Format for Personal Reflection Papers (20% of final grade)**

Each student will reflect upon his/her own developmental course through adolescence using the following headings as a guideline.

Physical Development

On-set of puberty and physical changes during adolescence (1.5 marks)

Personal Appearance and Self Image (1.5 marks)

Nutrition and Fitness (1.5 marks)

Cognitive Development

Academic development (1.5 marks)

Employment or other responsibilities (1.5 marks)

Achievements (high school diploma, driver's license etc.) (1.5 marks)

Socioemotional Development

Family Relationships through adolescence (1.5 marks)

Peer Relationships (1.5 marks)

Dating and Sexuality (1.5 marks)

Challenges

Issues or Events That Impacted Adolescence, and How They Were  
Handled  
(1.5 marks)

\* All aspects of the paper are confidential, and will be seen only by the Professor. Students are therefore encouraged to be as honest as possible in discussing any significant events or issues that impacted their adolescence. However, students are only expected to share as much information as is reasonably comfortable for them.

Grading Criteria for Personal Reflection Papers

**STUDENT:** \_\_\_\_\_

Reflection is absent or inadequate	0 marks
Reflection is somewhat weak in terms of depth, clarity or writing style	.5 mark
Reflection is well-considered and well written	1 marks
Reflection is exceptionally thoughtful and articulate	1.5 marks

**Physical Development**

On-set of puberty and physical changes through adolescence

0	.5	1	1.5
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Personal Appearance and Self Image

0	.5	1	1.5
---	----	---	-----

Nutrition and Fitness

0	.5	1	1.5
---	----	---	-----

**Cognitive Development**

Academic development

0	.5	1	1.5
---	----	---	-----

Employment or other responsibilities

0	.5	1	1.5
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Achievements (high school diploma, driver's license etc.)

0	.5	1	1.5
---	----	---	-----

**Socioemotional Development**

Family Relationships through adolescence

0	.5	1	1.5
---	----	---	-----

Peer Relationships

0	.5	1	1.5
---	----	---	-----

Dating and Sexuality

0	.5	1	1.5
---	----	---	-----

**Challenges**

Issues or Events That Impacted Adolescence, and How They Were Handled

0	.5	1	1.5
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Mark out of

/15

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.