

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

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

**CODE NO. :** HSC 104                                                 **SEMESTER:** 2

**MODIFIED CODE:** ED 089

**PROGRAM:** Child and Youth Worker

**AUTHOR:** Sandy MacDonald, Ext. 439

**MODIFIED BY:** Sara Trotter, CICE Program

**DATE:** Jan. 2004           **PREVIOUS OUTLINE DATED:** Jan. 2003

**APPROVED:**

	<b>DEAN</b>		<b>DATE</b>
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**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY102/PSY094

**HOURS/WEEK:** 3 Hrs/Wk

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

Part 1 will provide an intensive study of the psychological, cognitive, physical and social development of the child from conception to early childhood. Psychological concepts, theories and research will be examined in relation to the child's development. The application of theory and research to the problems of childhood will be discussed.

Philosophically, this course emphasizes a holistic view of the undeniable worth of children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Promote the overall well-being and facilitate positive change for children (from CYW CSAC Learning Outcome #2)

Potential Elements of the Performance:

- define and critique the concept of development and the methods for studying development
- explain, compare, contrast and apply selected theories of child development
- describe and contrast the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy early childhood and middle childhood
- integrate holistic applications of child development
- appropriately analyze child development literature from a variety of sources

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

Potential Elements of the Performance:

- differentiate between normative and individual development
- apply selected vocabulary from the child development literature
- define and use the terms "assumption, inference and observation" and apply these terms in relation to the study of child development
- complete observation reports and write inferential statements from the observations and support these with reference to child development literature
- use American Psychological Association reporting format as required

**III. TOPICS:**

1. Methods of Studying Development
2. Theories of Development
3. The nature of Development
4. Heredity and Prenatal Development
5. Birth and the Newborn
6. Infant and Toddler Physical Development
7. Infant Cognitive Development
8. Infant Social Development
9. Toddler Cognitive Development
10. Toddler Social Development
11. Physical, Cognitive and Social Development in Early Childhood

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

Children, John W. Santrock, 7<sup>th</sup> ed.

Study Guide to "Children", By Santrock (optional)

***Additional Resource Materials Available In The College Library Book Section*****Recommended Journals/Magazines:**

CYC On-Line Journals (access through cyc-net.org)  
Canadian Journal of Early Childhood Education  
Child Development (Microfiche)  
Infant Behaviour and Development  
Journal of Child and Youth Care  
Journal of Clinical Child Psychology  
Parents  
Psychology Today

**V. COURSE REQUIREMENTS:**

1. **Group Research Project Report:** In groups of 4 or 5, students will present a research project report. ***Dates, topics and criteria will be finalized in the first two weeks of class.***
2. **Tests (Midterm & Final)** There will be a mid-term and a final test on material covered in class and in the assigned text. ***Test dates to be announced in the first two weeks of class.***
3. **Article Critique involving a written and oral summary:** Each individual student will select a course related article from one of the recommended journals or magazines and present an oral summary and analysis of same, in accordance with criteria to be provided. ***Dates to be announced in the first two weeks of class.***
4. **Observation Report:** Each individual student will complete an observation report and make inferences supported by developmental research. Dates to be announced in the first two weeks of class.
5. **Active participation and regular attendance.**

**EVALUATION PROCESS/GRADING SYSTEM:**

1. Attendance and Participation 20%
2. Research Report (10% oral and 10% written) 20%
3. Mid Term Test (10% Multiple Choice & 10% Essay Portion)
4. Oral Article Presentation 10%
5. Written Observation Report 10%
6. Final Exam 20%

The following semester grades will be assigned to students in post-secondary courses:

<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 (Fail)	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	

X	placement or non-graded subject area. 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.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### 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.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

### 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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:****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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant 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.