

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 a Learning Specialist, will demonstrate the ability to:

1. **Foster and utilize therapeutic environments which respect culture, promote well-being and facilitate positive change for children (adapted from CYW CSAC Learning Outcome #2)**

Potential Elements of the Performance:

- assess in collaboration with relevant others, the developmental needs of infants, toddlers and preschool children
- understand factors that contribute to optimal growth and development of infants and young children
- develop a basic understanding of the concept of development and the methods for studying development
- identify, describe and apply selected theories of child development
- become familiar with the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy and early childhood
- develop connections between holistic applications of child development
- appropriately analyze child development literature from a variety of sources

2. **Design and implement strategies which promote community education to enhance physical and psycho-social development in children (adapted from CSAC Learning Outcome #3)**

Potential Elements of Performance

- identify and assess, in collaboration with other professionals, potential groups and communities at risk
- identify prevention and/or education objectives for specific groups and communities at risk
- become familiar with resources which address the identified needs

3. 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:

With supervision and assistance, the CICE student will:

- plan and organize communications according to the identified need
- select and use forms of communication required by the situation and the context
- communicate clearly, concisely, accurately and appropriately to the receiver, the setting, and the identified goals
- demonstrate and communicate awareness of both normative and individual patterns of development for the purposes of planning supports and building on strengths
- demonstrate a basic understanding of vocabulary and professional terminology appropriate to the study of child development
- complete observation reports, supported by reference to child development literature

III. TOPICS:

- a. Child Development: Theories and Themes
- b. Research in Child Development
- c. Genetic Factors of Child Development
- d. Prenatal Development and Birth
- e. Physical, Cognitive and Social Development in Infants and Toddlers
- f. Physical, Cognitive and Social Development in Preschool Children

IV. REQUIRED RESOURCES/TEXTS/MATERIALS (available in College Bookstore):

Children, 2nd Canadian Edition, Robert V. Kail and Theresa Zolner

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 Magazine
 Psychology Today

V. COURSE REQUIREMENTS:

1. In small groups of 2 to 3, students will make an oral informational presentation on a topic pertinent to child development. The CICE student will assist within these group presentations to ensure that these materials would be suitable to a public presentation for parents and/or educators. ***Dates, topics and criteria will be finalized in the first two weeks of class.***
2. There will be five (5) quizzes on material covered in class and in the assigned text. Only the best four (4) quizzes will be counted. There will be no opportunity to write missed tests, other than a documented medical emergency. ***Quiz dates as noted on attached assignment package.***
3. ***Each individual student will complete an observation report of an individual child and support his/her observations with appropriate developmental research. Due date as noted on attached assignment package.***
4. Each individual student will complete **an article review assignment** according to criteria to be provided.
5. Active participation and regular attendance.

VI. EVALUATION PROCESS/GRADING SYSTEM:

1. Attendance and Participation (20%)
2. Oral Informational Presentation (10%)
3. Quizzes (40%)
4. Written Observation Report (20%)
5. Article Review Assignment (10%)

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. 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.

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.***

Child & Adolescent 1 (2010)

Classroom Schedule (2010) Additional Assignment Information And Grading Criteria

CLASSROOM SCHEDULE W10 Child & Adolescent 1

- IN PREPARATION FOR CLASS DISCUSSION, STUDENTS ARE EXPECTED TO HAVE READ THE ASSIGNED CHAPTERS
- There are 5 quizzes worth 10% each. However, as students will only be evaluated on their best 4, there will be no option to write missed tests without prior arrangement.

Jan 11/13 - Week 1 - Review Course Outline and Assignment Criteria for case study and observation report

*** Observation Demo Using Film Clips – provide student work sheets**

Establish groups and finalize presentation schedule (* 10 or 11 groups in total)
Using In-class Computer

- a) Do Visual Review of Student CD Rom Features (accompanying text) – particularly m.c quizzes and concept summary questions for each chapter
- b) Go to on-line learning centre at www.pearsoned.ca/kail given at back of text which has additional practice questions, crossword puzzles, chapter summaries etc.

Jan 18/20 -Week 2 – Chapter 1 - Introduction to the study of child development
Via Instructor Power Point Presentation (from Instructor's Resource CD-ROM)
Summary Via Student CD Rom

Jan 25/27 - Week 3 – Chapter 2 – Research in child development

CLASSROOM EXERCISE ON GENETICS (as intro to chapter 3 next week)

Feb 1/3 - Week 4 - Chapter 3 – Genetic Bases of Child Development

Guest Speaker(s) – Reproductive Health Nurse, Donna Caputo, 942-3103 #248

Oral Informational Presentation on Ch. 3 Topic: Genetic Disorders and Conditions:

Feb 8/10 - Week 5 - Chapter 4 – Prenatal Development and Birth

Oral Informational Presentation on Ch. 4 Topic: The Three Stages of Prenatal
Development

(Zygote, Embryo and

Fetus):_____

Break

Feb 22/24 - Week 6 –Chapter 5 – Physical Development in Infants and Toddlers

Oral Informational Presentation on Ch. 4 Topic: The 3 Stages of

Birth (labour, delivery,

afterbirth):_____

March 1/3 - Week 7 – **Quiz # 1 on Ch. 3 & 4 – 10%**

Review of Chapters 3, 4 and 5 – **Film and Discussion**

Oral Informational Presentation on Ch. 4 Topic: Birth Complications:

Mar 8/10 - Week 8 - Quiz # 2 on Ch. 5 (Physical Dev't in Infants and Toddlers) – 10%

Chapter 6 – Cognitive Development in Infants and Toddlers

Oral Informational Presentation on Ch. 4 Topic: Postpartum Depression

Mar 15/17 - Week 9 WRITTEN OBSERVATION REPORTS DUE (20%)

Chapter 7 – Social Behaviour and Personality Development in Infants and Toddlers

Oral Informational Presentation on Ch. 5 Topic: Infant Motor Development:

Mar 22/24 - Week 10 – Quiz # 3 on Ch. 6 & 7 (Cognitive and Social Dev't in Infants and Toddlers) - 10%

Chapter 8 –Physical Development in Preschool Children

Oral Informational Presentation_ on Ch. 7 Topic: Temperament

Mar 29/31 - Week 11 – Article Review Assignment Due (10%);

Review of Chapter 6, 7 and 8

Oral Informational Presentation on Ch. 7 Topic: Attachment

Apr 5/7 - Week 12 - Quiz # 4 on Ch. 8 (Physical Dev't in Preschool Children) – 10%

Chapter 9 – Cognitive Development in Preschool Children

Oral Informational Presentation on Ch. 8 Topic: Illness and Health in Preschool Children:

Apr 12/14 - Week 13 - Chapter 10 – Social Behaviour and Personality in Preschool Children

Oral Informational Presentation_ on Ch. 9 Topic: Communicating with Others

Apr 19/21 - Week 14 - Quiz #5 on Ch. 9 & 10 – 10%

Oral Informational Presentation on Ch. 10 Topic: Relationships With Siblings and Peers

Apr 26/28 Week 15 - Summary and Conclusion

Oral Informational Presentation - Grading Criteria - 20%

	<i>Level of Skill Demonstrated</i>			
	Minimal	Expected	Exceptional	
Length of Discussion (approximately 5 minutes per group member)	2			4
Shared leadership/co-operation amongst discussion leaders	2	3	3.5	4
Introducing the topic and identifying key issues (using overhead, board, hand-out, activity or posters to reinforce these main points)	2	3	3.5	4
Material well organized and focused	2	3	3.5	4
Presenters use appropriate language throughout and appear enthusiastic and knowledgeable about topic	2	3	3.5	4
Provide good overview of pertinent information related to the topic	3	6	9	12
Use audiovisual supports/activities etc. at various points in presentation to reinforce and highlight material	2	3	3.5	4
Conclude with a summary of key points	2	3	3.5	4

Grade out of /40

40 divided by 4 = Final grade out of /10

Observation Report Assignment:

Introduction:

Observation provides raw data about what is seen and perceived. As CYWs, we use our observations as a basis for assessing children's developmental progress. That knowledge, in turn, allows us to plan effective strategies to enhance and further promote optimal growth and development.

In our study of Child and Adolescent Development, we will be examining normal, predictable patterns of change at various ages. Specifically, we will be looking at three domains of functioning: physical development, cognitive development and social-emotional development.

Assignment Instructions:

Your task is to observe an individual child and then, based on those observations, describe how that child's development compares to the norms set out in our text, using the following sub-headings and developmental questions as guidelines.

Observation Report

Age & Gender of Child: _____

Physical Development:

1(a) How would you describe the child's overall physical development? For example, is the child's height and weight typical of a child of his/her age and gender? ***Please provide support for your conclusions based on text material.***

1(b) Does the child have any unusual physical characteristics or disabilities? If so, please explain.

2. Overall, does the child appear to be in good health? Describe what you have observed ***specifically*** that suggests to you that this child is healthy/unhealthy.

3. Does the child appear to have gross motor skills that are typical for his/her age and gender? What have you actually observed that suggests a particular level of gross motor development. ***Be specific, and provide support for your conclusions based on text material.***

4. Does the child appear to have fine motor skills typical for his/her age and gender? What have you actually observed that suggests a particular level of fine motor development. ***Be specific, and provide support for your conclusions based on text material.***

Cont'd....

Cognitive Development:

5. Does the child's level of language appear typical for a child of his/her age and gender? What have you actually observed that suggests a particular level of language development. ***Be specific, and provide support for your conclusions based on text material.***

6. Does the child's level of cognitive ability (i.e. thinking, imagination, problem-solving or academic skills) appear typical of a child of his/her age and gender? What have you actually observed that suggests a particular level of cognitive development. ***Be specific, and provide support for your conclusions based on text material.***

Social Emotional Development

7. Does the child appear to be developing emotionally at a level that is typical of a child of his/her age and gender? For example, how does this child manage and express emotion? What have you actually observed that suggests a particular level of emotional development. ***Be specific, and provide support for your conclusions based on text material.***

8. Does he/she interact with others in a way that is typical of a child of his/her age and gender? What have you actually observed that suggests a particular level of social development. ***Be specific, and provide support for your conclusions based on text material.***

9. Does this child appear to have a concept of self consistent with what would be expected for a child of his/her age and gender? What have you actually observed that suggests a particular self concept. ***Be specific, and provide support for your conclusions based on text material.***

Summary Paragraph

10. Write a brief paragraph summarizing the child's overall physical, cognitive and social-emotional development, based on the above noted observations.

OBSERVATION GRADING CRITERIA

Student: _____

Patterns of Physical Growth

Student makes meaningful and specific observations regarding the child's height, weight, overall health etc.	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Gross Motor Skills

Student makes meaningful and specific observations regarding the child's gross motor skills	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Fine Motor Skills

Student makes meaningful and specific observations regarding the child's fine motor skills	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Language Development

Student makes meaningful and specific observations regarding the child's language development	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Cognitive Abilities

Student makes meaningful and specific observations regarding the child's cognitive skills	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Emotional Development

Student makes meaningful and specific observations regarding the child's emotional development	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Social Development

Student makes meaningful and specific observations regarding the child's social development	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Self-Concept

Student makes meaningful and specific observations regarding the child's concept of self	0	1	1.5	2
Student appropriately supports conclusions with material from the text or another credible source	0	1	1.5	2

Summary Paragraph

Student accurately summarizes the child's overall physical, cognitive and social-emotional development based on personal observations and text material	0	1	1.5	2
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Overall assignment is neat, well-written and well-organized
/40 = /20

0	2	4	6
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Description of Journal Article Assignment

Using the website www.cyc-net.org each student will select a journal article (according to criteria to be provided) and write a 1-2 page summary of the article including the following points:

- Identify the central themes and issues presented in the article
- Provide a summary paragraph identifying your own reaction to the article
- APA formatting and sourcing **MUST** be used throughout the paper

The article should be focused on infants, young children, or parenting issues as this is the focus of the course. If a student locates an interesting article from another source, please have the article approved by the teacher for use in this assignment.

APA formatting and sourcing will be covered in detail in class as it is an important skill to learn early in your academic career to prevent plagiarising. There will also be a class demonstration of how to navigate www.cyc-net.org provided by the teacher.

Marking Scheme for Journal Article Assignment

Absent or inadequate=0

Minimal level of skill demonstrated=1

Expected level of skill demonstrated=1.5

Exceptional level of skill demonstrated=2

Content of the paper was expressed clearly and logically /2

The central themes and issues from the article were identified and understood by the student /2

Style: introduction, grammar, spelling, sentence structure, neatness, and formatting /2

Includes a thoughtful personal reaction to the content of the article /2

APA formatting and sourcing was used throughout the paper correctly /2

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.