

I. COURSE DESCRIPTION:

This course is a continuation of CYC153. 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.

There will also be an introduction to developmental issues during the adult phase of the life cycle, with a particular emphasis on parenthood.

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. The course will include an ongoing study of psychological theory, method and vocabulary.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Promote overall well-being and facilitate positive change for children through recognition and utilization of developmental influences, patterns and occurrences

Potential Elements of the performance:

- a. ***demonstrate an understanding of normative and non-normative developmental factors***
- b. ***describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence***
- c. ***apply selected theories of development to explain and analyze 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 in Child and Youth Care practice

Potential Elements of the performance:

- a. ***identify and describe, in both written and verbal form, normative and individual factors as they impact on specific cases***
- b. ***identify and describe, in both written and verbal form, a developmental perspective on evidence informed practice***

3. Form professional relationships that enhance the quality of service for children, youth and their families

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

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. Brief Review of Developmental Theories
2. Brief 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
7. Issues of Early and Middle Adulthood

1V. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Children, current Canadian Edition, Robert V. Kail and Theresa Zolner
*** Previously purchased for CYC153**
2. Access to a course related film and viewing equipment for assignment purposes (details to be provided in class and posted on D2L)

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests: There will be five quizzes for 10% each; only the best four will be counted. The dates and further details will be provided in class and posted on D2L. There will be no opportunity to write missed tests except in the case of a documented medical or personal emergency.

Film Case Study:

Oral Presentation:

Students will individually present a case study based on a character drawn from a popular film. The film must relate to issues of childhood or adolescence and be approved by the course professor. (**** A suggested film list is attached to classroom schedule***)

The presentation time is approximately 20 minutes. All presentations will include a focused discussion component. Presentation style and the appropriate use of visual aids and interactive elements will be evaluated together with content, as is reflective of our emphasis on effective communication and interpersonal skills. The oral presentation/discussion will constitute **15%** of the final grade. Guidelines and grading criteria will be provided and posted on D2L.

Personal Reflection Paper: Students will individually submit a reflection paper regarding their own developmental experience of adolescence, according to criteria and guidelines to be provided and posted on D2L. This assignment will constitute **15%** of the final grade.

Developmental Interview With Early to Middle Aged Adult: Each student will submit a developmental summary of lifespan issues for a volunteer subject in early to middle adulthood. This assignment will constitute **15%** of the final grade. Guidelines and grading criteria will be provided and posted on D2L.

Demonstration of Communication and Teamwork Skills (15%): Each week, material will be presented by fellow students and/or the Instructor. Students will then engage in activities/exercises and professional conversations that further illuminate and integrate key themes of the course.

Students will be evaluated on their ability to communicate effectively, collaborate and provide support for others, share ideas, take appropriate professional risks within the context of a learning environment, and provide and respond to feedback in a professional manner. Simply "attending" will not fulfill the requirements of this component of the grading criteria; however, regular attendance will provide the best opportunity for demonstration of these skills.

4 quizzes at 10%	40%
Film Case Oral Presentation	15%
Personal Reflection Paper	15%
Developmental Interview	15%
Demonstration of Communication and Teamwork Skills	<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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Failure)	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: 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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student

wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and LMS and form part of this course outline.