

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

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

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

**PROGRAM:** Child and Youth Worker

**AUTHOR:** Sandy MacDonald, Ext. 2439

**DATE:** Jan. 2006      **PREVIOUS OUTLINE DATED:** Jan. 2005

**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY 102

**LENGTH OF COURSE:** 3 Hrs/Wk

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

**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 student will demonstrate the 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:**

- a. Methods of Studying Development
- b. Theories of Development
- c. The nature of Development
- d. Heredity and Prenatal Development
- e. Birth and the Newborn
- f. Infant and Toddler Physical Development
- g. Infant Cognitive Development
- h. Infant Social Development
- i. Toddler Cognitive Development
- j. Toddler Social Development
- k. Physical, Cognitive and Social Development in Early Childhood

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

Children, John W. Santrock, 8th ed.

\*If purchasing used books, 7<sup>th</sup> ed will be acceptable, but 8<sup>th</sup> is preferred.

***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. 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. There will be 5 quizzes on material covered in class and in the assigned text. ***Quiz dates to be provided in the first week of class.***
3. ***Each individual student will complete an observation report and make inferences supported by developmental research. Due date to be provided in the first week of class.***
4. Active participation and regular attendance.

**VI EVALUATION PROCESS/GRADING SYSTEM:**

1. Attendance and Participation 20%
2. Research Report (10% oral and 10% written = 20%)
3. Quizzes (40%)
4. Written Observation Report (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%	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:** 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.

## VII. 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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 the *Student Code of Conduct*. 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.

**VIII. 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.

**IX. 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.

***Child & Adolescent 1 (2006)***

***Classroom Schedule (2006)  
Additional Assignment Information  
And Grading Criteria***

**CLASSROOM SCHEDULE W06 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. 4** - Week 1 – Review Course Outline and Assignment Criteria

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

Establish groups and finalize presentation schedule (\*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.mhhe.com/santrokc8](http://www.mhhe.com/santrokc8) (as given at back of text) which has even more practice questions, crossword puzzles, chapter summaries etc.

**Jan. 11** - 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. 18** - Week 3 – Chapter 2 – The science of child development

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

**Jan. 25** - Week 4 - Chapter 3 - Biological Beginnings – Guest Speaker(s)

Research Report on Ch. 3 Topics: Genetic Disorders and Conditions

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**Feb 1** - Week 5 - Chapter 4 – Prenatal Development

Research Report on Ch. 4 Topics: The Three Trimesters of Prenatal Development

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**Feb 8** - Week 6 – **Quiz # 1 on Ch. 3 & 4 – 10%**

Chapter 5 – Birth

Research Report on Ch. 5 Topics: The 3 Stages of Birth

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**Feb 15** - Week 7 – Review of Chapters 3, 4 and 5

Research Report on Ch. 5 Topics: Preterm and Low Birth Weight Babies: Risks and Outcomes

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**WRITTEN OBSERVATION REPORTS DUE (20%)**



\* WINTER BREAK – No class Feb. 22/05

**March 1 - Week 8 - Quiz # 2 on Ch. 5 – 10%**

Chapter 6 – Physical Development in Infancy

Research Report on Ch. 6 Topics: Sudden Infant Death Syndrome

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**March 8 - Week 9**

Chapter 7 – Cognitive Development in Infancy

Research Report on Ch. 7 Topics: Early Environmental Influences on Infant Cognitive Development

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**March 15 - Week 10 - Quiz # 3 on Ch. 6 & 7 - 10% - Chapter 8**

Socioemotional Development in Infancy

Research Report on Ch. 8 Topics: Temperament

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**March 22 - Week 11 - Review of Chapter 6, 7 and 8**

Research Report on Ch. 8 Topics: Attachment

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\*Instructor Absent – No class March 29

**April 5 - Week 12 Quiz # 4 on Ch. 8 – 10%**

Chapter 9 – Physical Development in Early Childhood

Research Report on Ch. 9 Topics: Illness and Health

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**April 12 - Week 13 - Chapter 10 - Cognitive Development in Early Childhood**

Research Report on Sibling Relationships and Birth Order (found in Ch. 11)

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**April 19 Week 14 - Quiz #5 on Ch. 9 & 10 – 10%**

Chapter 11 – Socioemotional Development in Early Childhood

Research Report on Ch. 11 Topics: Effects of Divorce

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**RESEARCH TOPICS**

\* **Presentations must refer to text material and at least two other references**

***Group Research Report - Grading Criteria for Oral Portion – 10%***

	<b><i>Level of Skill Demonstrated</i></b>		
	Minimal	Expected	Exceptional
Length of Discussion (approximately 15 – 20 minutes)	1		2
Shared leadership/co-operation amongst discussion leaders	1	1.5	2
Introducing the topic and identifying key issues (using overhead, board, hand-out, activity or posters to reinforce these main points)	1	1.5	2
Material well organized and focused	1	1.5	2
Presenters use appropriate language throughout and appear enthusiastic and knowledgeable about topic	1	1.5	2
Provide good overview of research findings related to the topic (minimum of 3 references including text)	3	4.5	6
Use audiovisual supports/activities etc. at various points in presentation to reinforce and highlight material	1	1.5	2
Conclude with a summary of key points	1	1.5	2
		Grade out of	/20
		Final grade out of	/10

**Group Research Report -Grading Criteria for Written Portion – 10%**Grading Criteria:

Minimal Level of Skill/Competence (lowest score) – i.e. poorly presented, lacking information, expressing misinformation, difficult to follow, inadequate references etc.

Expected Level of Skill/Competence (medium score) – i.e. generally well presented, containing pertinent information in appropriate format, clear and adequate references

Exceptional Skill Level (highest score) – i.e. exceptionally well presented, reflective of a high level of knowledge regarding the topic area, easily accessible source of pertinent information, excellent references etc.

- |    |  |     |     |   |
|----|--|-----|-----|---|
| 1. | Write-up is neat and well organized, with a clear introduction, sub-headings, and conclusion. Appropriate attention to spelling and grammar. | 1   | 1.5 | 2 |
| 2. | Contains pertinent information about the topic   | 1.5 | 2   | 3 |
| 3. | Paper summarizes and builds upon key point in a logical, coherent manner.  | 1.5 | 2   | 3 |
| 4. | Appropriately documented references (minimum of 3 references, including text)  | 1   | 1.5 | 2 |

Mark out of /10

**How to Analyze an Observation:  
MAKE INFERENCES - NOT ASSUMPTIONS - AND KNOW THE DIFFERENCE**

Observation provides raw data about what is seen and perceived. As CYWs, we use our observations to draw inferences about the meaning and significance of child behaviour. That knowledge, in turn, allows us to plan effective strategies to enhance and promote development. **Good examples of observations made by theorist Jean Piaget can be found on pg. 208 of our text (Santrock 8<sup>th</sup> Ed). From these observations, Piaget drew reasonable inferences regarding cognitive development in infancy.**

Inferences, however, are not the same as facts. They are deductions based on reasoning, experience and theoretical understanding. The stronger the underlying reasoning is, the more valid the inference. With experience, skilled CYWs can sometimes make observations and inferences so quickly and accurately, it looks like magic to those who work with them, but the reasoning and theory are always there.

An inference – although not to be confused with a proven fact - has much greater validity than an assumption, which is merely a hasty conclusion based on no real foundation

EXAMPLE OF AN INFERENCE (the correct CYW process)

Observation:	Inference:	Reasoning and/or Reference to Known Developmental Norms or Theory:
Two year old child leaves her mother quickly at daycare – waves goodbye, smiling, and goes over to the water table	Child seems confident and secure; she enjoys daycare activities	Reasoning: Her smile and wave indicate affection for her mother but her readiness to say goodbye and to begin play indicate a level of comfort in the environment  Reference: Santrock, 8 <sup>th</sup> Ed. identifies that securely attached children of this age are comfortable leaving their parents for brief periods of time

The above inference is valid because it takes into account more than one aspect of the observation and is based on developmental norms and theory.

EXAMPLE OF AN ASSUMPTION (an incorrect CYW process)

Observation:	Assumption:	Reasoning (not supported by Reference to Known Developmental Norms or Theory):
Two year old child leaves her mother quickly at daycare – waves goodbye, smiling, and goes over to the water table	Child didn't make a fuss so she must not care about her mother	My baby cousin always cries when her Mom leaves her with a sitter, so that's what I think a normal child would do

The above assumption is invalid because it only looks at one aspect of the observation and is not supported by research regarding developmental norms and attachment patterns. It's based on limited experience with one child of unknown age, possibly much younger than a toddler.

Student: \_\_\_\_\_

## OBSERVATION ASSIGNMENT

### PART 1

- a) For each of the three developmental domains identified in our text (Physical, Cognitive and Socioemotional) select one sub-category of development (examples are shown on the attached chart ) and record a specific behaviour related to that sub-category. You will therefore be making three observations in total – one from each domain.

**\* Remember that “behaviour” refers only to those things that can be observed and measured.**

- b) Under the sub-heading “Inferences”, state what you infer from the observation.
- c) Under the sub-heading “Reasoning/Reference to Norms” support your inference with research from the text or another credible source (the specific references will be identified in your write up, as explained below)

### PART 2

When you have completed your three observations, write a summary of the observation process, and what you learned from this exercise (approximately 1 to 2 pages, double spaced). Submit both your observation sheets and the write-up to your instructor.

**Format for Observation Report**

Observations may be done either in chart form (see sample attached) or in paragraph form, using the following sub-headings. However, if you use a chart, a separate write up is still required to summarize what was learned from the exercise.

Student \_\_\_\_\_

Child's Age and Grade Level: \_\_\_\_\_ Gender \_\_\_\_\_

**1. Physical Domain**

Sub-category - \_\_\_\_\_

Observation(s) -

Inference(s) -

Reasoning/Reference to Norms -

**2. Cognitive Domain**

Sub-category - \_\_\_\_\_

Observation(s) -

Inference(s) -

Reasoning/Reference to Norms -

**3. Socioemotional Domain**

Sub-category - \_\_\_\_\_

Observation(s)

Inference(s)

Reasoning/Reference to Norms

**4. Summary of What Was Learned From Doing Observation**

(a) What Was Learned About the Child

(b) What Was Learned About the Observation Process

**OBSERVATION CHART**

Student: \_\_\_\_\_

Child's Age and Grade Level \_\_\_\_\_

Gender \_\_\_\_\_

Area of Development *Circle and describe only one skill or level from each of the three domains	Specific Behaviour Observed	Inference	Reasoning and Reference to developmental norms or theory for this age group, as found in text or elsewhere
<p><b><u>Physical:</u></b></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p> <p>Strength</p> <p>Coordination</p> <p>Activity Level</p>			
<p><b><u>Cognitive:</u></b></p> <p>Verbal language skills</p> <p>Reading and Writing Skills</p> <p>Problem Solving</p> <p>Imagination</p>			
<p><b><u>Social/Emotional</u></b></p> <p>Ability to cooperate with others (sharing, taking turns, etc.)</p> <p>Degree of happiness or unhappiness evident throughout the day</p> <p>Degree of interest and attention in classroom activities</p> <p>Demonstration of self control (ability to manage frustration, anger etc.)</p>			

**Grading Criteria for Observation Report**

<i>Level of Skill Demonstrated</i>		Minimal	Expected	Exceptional
1.	Student makes a concrete, measurable observation of a behaviour from the physical domain	.5	1	1.5
	Student makes a reasonable inference from the observation	.5	1	1.5
	Student supports the inference with appropriate research from the text or elsewhere	.5	1	1.5
2.	Student makes a concrete, measurable observation of a behaviour from the cognitive domain	.5	1	1.5
	Student makes a reasonable inference from the observation	.5	1	1.5
	Student supports the inference with appropriate research from the text or elsewhere	.5	1	1.5
3.	Student makes a concrete, measurable observation of a behaviour from the socioemotional domain	.5	1	1.5
	Student makes a reasonable inference from the observation	.5	1	1.5
	Student supports the inference with appropriate research from the text or elsewhere	.5	1	1.5
4.	Written summary of the exercise is <u>1 to 2 pages</u> in length	.5	1	1.5
	Demonstrates an understanding of the observation process	.5	1	1.5
	Student is able to identify own learning in relation to the exercise	1	1.5	2
	The summary is neat and well organized with appropriate attention to grammar and spelling	.5	1	1.5

MARK OUT OF 20

/20