

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

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

**CODE NO. :** CYW 132                      **SEMESTER:** 2

**PROGRAM:** Child and Youth Worker

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

**DATE:** Jan. 2009      **PREVIOUS OUTLINE DATED:** Jan. 2008

**APPROVED:** "Angelique Lemay"

	<u>CHAIR, COMMUNITY SERVICES</u>	<u>DATE</u>
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**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY 102

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

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community 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. 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
- 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 and early childhood
- integrate 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
- determine prevention and/or education objectives for specific groups and communities at risk
- facilitate the adaptation of 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:**

- 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
- acquire and utilize 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, 2<sup>nd</sup> 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 3 to 5, students will make an oral informational presentation on a topic pertinent to child development. This 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 5 quizzes on material covered in class and in the assigned text. Only the best four 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. Active participation and regular attendance.

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

1. Attendance and Participation 20%
2. Oral Informational Presentation (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:

### Disability Services:

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 Disability Services 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.

### 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 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 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.

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

***Child & Adolescent 1 (2009)***

***Classroom Schedule (2009)  
Additional Assignment Information  
And Grading Criteria***

**CLASSROOM SCHEDULE W09 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.

Week 1 - Review Course Outline and Assignment Criteria

**\* 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](http://www.pearsoned.ca/kail) given at back of text which has additional practice questions, crossword puzzles, chapter summaries etc.

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

Week 3 - Chapter 2 – Research in child development

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

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:

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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): \_\_\_\_\_

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): \_\_\_\_\_

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:

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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

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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:

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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

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Week 11 - Review of Chapter 6, 7 and 8

Oral Informational Presentation on Ch. 7 Topic: Attachment

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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:

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Week 13 - Chapter 10 – Social Behaviour and Personality in Preschool Children

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

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

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

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Week 15 - **Summary and Conclusion**

***Oral Informational Presentation - Grading Criteria - 20%***

	<b><i>Level of Skill Demonstrated</i></b>			
	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 research findings related to the topic (minimum of 3 references including text)	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
			Final grade out of	/20

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 0 2 4 6 /40 = /20