



**I. COURSE DESCRIPTION:**

Part 1 of this course 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, current Canadian Edition, Robert V. Kail and Theresa Zolner

**V. COURSE REQUIREMENTS:**

1. In small groups of 2 to 4, students will make an oral informational presentation on a topic pertinent to child development. This material 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. Students may bring notes to quizzes. The textbook, laptops/tablets/smartphones or other materials are not permitted at quizzes. ***Quiz dates as noted on 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 – 10% each (40%)
4. Written Observation Report (20%)
5. Article Review Assignment (10%)

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 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:**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.***

**VIII. COURSE OUTLINE ADDENDUM:**

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