COURSE OUTLINE

HSC104

Prepared: Lorna Connolly   Approved: Martha Irwin

Course Code: Title	HSC104: CHILD AND ADOLESCENT DEVELOPMENT PART I
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semester/Term:	18W
Course Description:	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 childs development. The application of theory and research to childhood experiences will be discussed. Philosophically, this course emphasizes a holistic view of the undeniable worth of children.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSY102, PSY128
Substitutes:	CYW132
This course is a pre-requisite for:	ED 213, ED 274, HSC203
Vocational Learning Outcomes (VLO's): **Please refer to program web page for a complete listing of program outcomes where applicable.**	#1. Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children`s holistic development and are responsive to individual children`s and groups of childrens observed abilities, interests and ideas. #2. Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. #3. Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children`s learning across the continuum of early childhood development. #4. Establish and maintain responsive relationships with individual children, groups of children and families. #5. Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.

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	#6. Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
Essential Employability Skills (EES):	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #3. Execute mathematical operations accurately. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Evaluation Process and Grading System:	

Evaluation Type	Evaluation Weight
Child Case Study Project	30%
Content Integration	20%
Reading Assignments	20%
Tests	30%

Books and Required Resources:	The science of early child development (on-line resource) by Jamieson, J., Bertrand, J., effenbaum, M., & Koshyk, J. (Eds). (2012) Publisher: Winnipeg, MB: Red River College Edition: 3rd ASQ-3 Quick Start Guide by Squires, J., Twonbly, E., Brickers, L., (2009) Publisher: Paul H. Brookes Publishing Company ASQ-3 Learning Activities by Twombly, E. & Fink, G. (2013) Publisher: Paul H. Brookes Publishing Company ISBN: 978-1-59857-246-9 Anti-Bias Education for Young Children and Ourselves by Derman-Sparks, L. & Olsen Edwards, J. (2010)

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Publisher: National Association of the Education of Young Children
ISBN: 978-1-928896-67-8

Course Outcomes and Learning Objectives:

Course Outcome 1.

Demonstrate a thorough understanding of child development

Learning Objectives 1.

  • observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development
  • define and critique the concept of development and methods for studying development
  • explain, compare, contrast and apply selected theories of child development
  • explore issues related to prenatal development that impact a child's development
  • identify developmental milestones and variations in children and pinpoint warning signs of developmental issues
  • describe and contrast physical, cognitive, speech and language and social-emotional development of children from birth to age six

Course Outcome 2.

Promote the overall well-being and facilitate positive change for children

Learning Objectives 2.

  • support the development and learning of individual children within the context of family, culture and community
  • suggest appropriate ways for adults to facilitate learning and development in all developmental areas
  • explore opportunities for every child to develop positive self-esteem and feel loved and respected
  • develop strategies to enhance children's self-regulation, empathy, resilience and autonomy

Course Outcome 3.

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Utilize a variety of observations and strategies to enhance work with children, families and co-workers

Learning Objectives 3.

 • analyze child development literature and determine research validity
 • interpret information gathered and make recommendations for future analysis and research
 • utilize appropriate strategies to identify children's skills, abilities and interests
 • research topics of interest related to prenatal and child development that are suitable for sharing with colleagues and families

Course Outcome 4.

Plan and implement activities for a child based on observations and collaborations with parent(s)/educators and analyze the developmental outcomes

Learning Objectives 4.

 • choose one child (between the ages of 6 months to 4.5 years)
 • complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches.
 • analyze the child's developmental progress.
 • create developmental objectives to provide the child with experiences that are developmentally appropriate and match the child's interests
 • provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.
 • evaluate the outcomes of the activities
 • establish respectful partnerships with families which promote involvement in their child's learning
 • identify the valuable input that families contribute as experts in their child's abilities, interests and ideas
 • share observations of the child's abilities, interests and ideas with educators/families

Course Outcome 5.

Act in a professional manner

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Learning Objectives 5.

• use self-reflection and self-evaluation skills in an ongoing manner
• contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
• communicate clearly, concisely, and effectively in written, spoken, and visual form
• work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
• take responsibility for one's own actions, decisions, and consequences
• apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
• cooperate fully with policies and procedures outlined in the Student Code of Conduct, ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice

Date: Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.