COURSE OUTLINE: CYC0153 - CHILD AND ADOL DEV 1

Prepared: CYC Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0153: CHILD AND ADOLESCENT DEVELOPMENT I
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	22W
Course Description:	Part 1 of this course provides students in the CICE Program, with the assistance of a Learning Specialist, 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.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSY0128
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	CYC0204
Essential Employability Skills (EES) addressed in this course:	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. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Social and Cultural Understanding
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Books and Required Resources:	Children: A Chronological Approach, loose leaf version, plus REVEL, 5/e by Robert V. Kail and Theresa Zolner Edition: Canadian, 5th ISBN: 9780134744148

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Recognize and describe patterns of growth and development in various inter-related domains of functioning (cognitive, physical, emotional and social) from conception to early childhood	1.1 Differentiate between cognitive, physical, emotional and social domains of development 1.2 Identify key theories of developmental psychology, and attachment 1.3 Consider and discuss the interactions of biological, psychological, sociological and environmental factors in growth and development 1.4 Describe factors that contribute to, or hinder, optimal growth and development from conception up to and including early childhood, including political, social and economic favours 1.5 Recognize and describe the developmental impact of environmental context (i.e., family life/home, school, recreation) and cultural norms 1.6 Differentiate between normative and individual patterns of development
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Access and apply child development literature from a variety of sources to enhance professional knowledge and competence	2.1 Explain the role of research in guiding developmental theory and practice 2.2 Link observed behaviours to concepts from child development literature 2.3 Link current professional issues to concepts from child development literature 2.4 Use theory and research to inform discussions about the problems of childhood
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Apply communication, teamwork and organizational skills that reflect the collaborative nature of our profession and enhance the quality of service in Child and Youth Care practice	3.3 Contribute to collaborative learning activities and respond respectfully to the ideas, opinions and activities of others 3.4 Report on observations of behaviour as supported by appropriate developmental research 3.5 Prepare and present information on child development that is supported by research and pertinent to the role of a CYC 3.6 Plan and implement, clear, concise written, oral and electronic communications that meet identified needs 3.7 Develop and apply organizational and time management skills

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Quizzes	40%
Skills Demonstration	20%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	time to process information
	5. Formally summarize articles and assigned readings to isolate main points for the student
	6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment
	E. Evaluation:
	Is reflective of modified learning outcomes.
	NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes
Date:	December 14, 2021
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554