



COURSE OUTLINE: HSC104 - CHLD AND ADOL DEV.I

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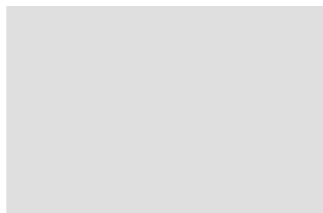
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	HSC104: CHILD AND ADOLESCENT DEVELOPMENT PART I
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	22W
Course Description:	<p>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 childhood experiences will be discussed.</p> <p>Philosophically, this course emphasizes a holistic view of the undeniable worth of children. Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.</p>
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSY128
Corequisites:	There are no co-requisites for this course.
Substitutes:	CYC153, CYW132
This course is a pre-requisite for:	ED 213, ED 274, HSC203
Vocational Learning Outcomes (VLO's) addressed in this course:	<p>1030 - EARLY CHILDHOOD ED</p> <p>VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.</p> <p>VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.</p> <p>VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.</p> <p>VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	

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.



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well-being.

- VLO 5 Use observation strategies to identify children’s strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
- VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector.

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 3 Execute mathematical operations accurately.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- 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.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

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., Twombly, 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

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
Demonstrate a thorough understanding of child development	1.1 observe and identify the learning of individual children and groups along a continuum of development and in relation to learning expectations and holistic development 1.2 define and critique the concept of development and methods for studying development 1.3 explain, compare, contrast and apply selected theories of child development

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	<p>1.4 explore issues related to prenatal development that impact a child's development</p> <p>1.5 identify developmental milestones and variations in children and pinpoint warning signs of developmental issues</p> <p>1.6 describe and contrast physical, cognitive, speech and language and social-emotional development of children from birth to age six</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
Promote the overall well-being and facilitate positive change for children	<p>2.1 support the development and learning of individual children within the context of family, culture and community</p> <p>2.2 suggest appropriate ways for adults to facilitate learning and development in all developmental areas</p> <p>2.3 explore opportunities for every child to develop positive self-esteem and feel loved and respected</p> <p>2.4 develop strategies to enhance children's self-regulation, empathy, resilience and autonomy</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
Utilize a variety of observations and strategies to enhance work with children, families and co-workers	<p>3.1 analyze child development literature</p> <p>3.2 research topics of interest related to prenatal and child development that are suitable for sharing with colleagues and families</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
Plan and implement activities for a child based on observations and collaborations with families/educators and analyze the developmental outcomes	<p>4.1 choose one child (between the ages of 6 months to 4.5 years)</p> <p>4.2 complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches.</p> <p>4.3 analyze the child's developmental progress.</p> <p>4.4 create developmental objectives to provide the child with experiences that are developmentally appropriate and match the child's interests</p> <p>4.5 provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.</p> <p>4.6 evaluate the outcomes of the activities</p> <p>4.7 establish respectful partnerships with families which promote involvement in their child's learning</p> <p>4.8 identify the valuable input that families contribute as experts in their child's abilities, interests and ideas</p> <p>4.9 share observations of the child's abilities, interests and ideas with educators/families</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
Act in a professional manner	<p>5.1 use self-reflection and self-evaluation skills in an ongoing manner</p> <p>5.2 contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.</p> <p>5.3 communicate clearly, concisely, and effectively in written,</p>

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spoken, and visual form
 5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
 5.5 take responsibility for one's own actions, decisions, and consequences
 5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
 5.7 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

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Child Study Project	30%
Professional Contributions & Reflections	20%
Science of Early Childhood Development Investigation Assignments	20%
Tests	30%

Date:

July 26, 2021

Addendum:

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

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