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**Course Name**

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**Code No.****I. COURSE DESCRIPTION:**

The purpose of this course is to assist the student in acquiring skills in developmentally appropriate guidance, in order to modify children's behaviour. The student will interpret positive guidance techniques and analyze the impact of the environment on the cognitive development and behaviour of young children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. *Distinguish positive discipline strategies.*
2. *Trace the development of social perspective-taking and explain why perspective-taking skills are important.*
3. *Identify how cognitive skills and temperament influence the child's development and interactions.*
4. *Explain how care giving style influences child behaviour.*
5. *Select a sensory-rich, developmentally appropriate environment which provides children with boundaries.*
6. *Give examples of developmentally appropriate strategies which will help children manage anger responsibly and engage in prosocial behaviour.*

**III. TOPICS:**

1. A Guidance Approach to Discipline.
2. Reframing Discipline.
3. Connecting with Every Child.
4. Understanding Difficult Behaviour.
5. Reporting Child Abuse

**IV. RECOMMENDED RESOURCES/TEXTS/MATERIALS:**

Child Abuse Handbook: A.E.C.E.O.

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

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

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**Code No.****VI. SPECIAL NOTES:**Special Needs:

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 Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

**VII. PRIOR LEARNING ASSESSMENT:**

Not yet available.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.