

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Child & Adolescent Development 2

CODE NO. : HSC203

SEMESTER:

MODIFIED CODE: HSC022

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald CCW, MA (CYC Cert)

MODIFIED BY: Rachel Read, CICE Program

DATE: Sept/2004

PREVIOUS OUTLINE

Sept/2003

DATED:

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): HSC104/ED 089

HOURS/WEEK: 3

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For additional information, please contact the Dean,

School of Health and Human Services

(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course is a continuation of ED 089. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behaviour will be contrasted with normal patterns.

As time allows, issues of development during the adult phase of the life cycle will be reviewed. There will be ongoing study of psychological theory, method and vocabulary.

A holistic view of human development and functioning will be encouraged. Emphasis will be on the CICE student's integrating and applying their knowledge of developmental patterns and occurrences.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, along with the assistance of an Integrative Educational Assistant, will demonstrate the basic ability to:

1. Promote overall well-being and facilitate positive change for children (from CYW CSAC Learning Outcome #2) through recognition and utilization of developmental influences, patterns and occurrences

Potential Elements of the performance:

- a. *demonstrate an understanding of normative and non-normative developmental factors*
- b. *describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence*
- c. *apply selected theories of development to explain and explore the developmental needs of children and youth at various stages*

2. Communicate in an effective manner, which will enhance the quality of service (CYW CSAC Learning Outcome #8)

Potential Elements of the performance:

- a. *identify and describe normative and individual factors as they impact on specific cases*

- b. *discuss and apply selected vocabulary from the child development literature*
 - c. *use American Psychological Association reporting format as required*
 - d. *on an individual basis, complete a “case/study analysis”*
3. Form professional relationships which enhance the quality of service for children, youth and their families (CYW CSAC Learning Outcome #5)

Potential Elements of the performance:

- a. *apply previously learned skills in listening and responding to class discussions in order to promote enquiry and validation of different views, by interacting with others in the class discussions and study groups*
4. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence (CYW CSAC Learning Outcome #6)

Potential Elements of the performance:

- a. *demonstrate the ability to manage time and other resources by submitting a work plan for a term project assignment*
- b. *apply time management skills to ensure punctuality and regular attendance in class, in order to facilitate the group learning and discussion process*

III. TOPICS:

1. Methods of Studying Development
2. Theories of Development
3. The Nature of Development
4. Review of Infant and Early Childhood Development
5. Physical Development in later Childhood and Adolescence
6. Cognitive Development in later Childhood and Adolescence
7. Social/Emotional Development in later Childhood and Adolescence

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. **Garrod, A. et al. (1998). Adolescent Portraits: Identity, Relationships and Challenges. Toronto: Allyn and Bacon**
2. **Santrock, J. Children, 7th or 8th ed. Brown and Benchmark**

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests: There will be 8 quizzes for 5% each. Quiz questions may require the CICE student to draw on major areas of study from HSC 104. The dates and further details will be provided in class. There will be no opportunity to write missed tests except in the case of a documented medical or personal emergency.

Case Study: This project will be completed by the CICE student on an individual basis, for a total of 30%. The CICE student will submit a single written report, as described below.

The CICE student will be assigned a case from the text “Adolescent Portraits”. The CICE student must contribute to a discussion of the case when it comes up in class (as all cases will be discussed). In addition, the student is to prepare a “reaction/analysis” paper, for submission to the professor. The reaction paper must provide an analysis of the issues raised in the case, with current research information provided to support the analysis. The paper should identify key issues, investigate them further, report on them in a clear, complete and scholarly fashion. In the event that a case makes reference to cultural issues relevant in the United States (e.g. Hispanic issues) the student is expected to make “cultural translations” to Canadian parallels. As part of the overall analysis, the personal views of the student will be accepted provided they are cross-referenced to research findings. Overall, the CICE student is expected to demonstrate a solid grasp of adolescent developmental issues as identified in their assigned case.

The reference list must include “Adolescent Portraits”, “Children” (Santrock) and a minimum of two other scientific/professional references. All material listed in the “reference list” must appear in the body of the paper, as indicated by APA reporting format.

The two sources must date within the last ten years. References may be obtained from books and texts, research journals, professional or news magazines (e.g. Psychology Today, Discover, MacLeans). References are not permitted from movies, newspapers, television, or radio, nor from popular magazines (e.g. Chatelaine, National Enquirer, etc.). It is the CICE student’s responsibility to ensure the accuracy of references - if in doubt, contact the professor. Internet sources must be valid.

The final report **must** be typed, double-spaced, with a 3 cm. (1 ¼”) margin on both the left and right side of each page. There must be a separate cover page, noting the title of the paper, the date of submission, your name and the name of the course and professor. There must also be a separate page noting the table of contents. References must be noted appropriately. Grammar and spelling should be carefully monitored. See outline attached.

Length: No more than 6 pages, typed and double-spaced

Due Date: TBA in first class

Personal Reflection Paper: The CICE student will submit a reflection paper regarding their own developmental experience of adolescence, according to criteria attached. This assignment will constitute 10% of the final grade.

Class Involvement: Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class. Class involvement will constitute 20% of the final grade.

VI. METHOD OF ASSESSMENT

8 quizzes at 5%	40%
Case Report	30%
Personal Reflection Paper	10%
Attendance and Participation	20%
	100%

College Grading System

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.

Note: Students may be assigned an “F” grade at Midterm for unsatisfactory performance.

V11. 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 the Special Needs office in Room E1101 or call at extension 703 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.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

1X. 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.

Instructions for Case Study Assignment

1. Instructions for Written Case Study Assignment (Case Paper worth 30%)

The CICE student will submit a paper on their assigned case which is approximately 6 pages in length, and contains research from at least four sources, including our two texts. The paper will use the same headings as the one page hand-out provided for the class, but will expand on various areas in significant detail, as follows:

- a. **Thesis Statement:** This is a statement or premise relating to the underlying issues identified in the case (see sample provided) which will be discussed, considered and/or proven throughout the paper, using research from various sources. This section of the paper should be contained in a brief introductory paragraph. (one paragraph)

Thesis statement is general in nature, relating to many adolescents

- b. **Introduction to the Case:** This is a brief overview of the case, which provides basic background and sequence of events. (1 or 2 paragraphs only)

Introduction is specific in nature, relating to the circumstance of the particular case study

- c. **Underlying Issues:** This section identifies three or four underlying issues which are relevant to the case. Each issue should be researched and discussed in some detail (1 to 2 pages each) using appropriate references.

Discussion of Issues is general in nature.

For example, if self-esteem is one of the underlying issues identified in the case, the group would investigate and report on current research related to adolescent self esteem.

This section will form the body of the paper (i.e. 3 to 4 issues at 1 to 2 pages each = approximately 3 or 4 pages)

- d. **Application:** This section describes how the underlying issues apply to the case (1 or 2 paragraphs only)

Application section is specific in nature, relating to the circumstances of the particular case study.

- e. **Concluding Statements:** This section integrates both general and specific aspects of the paper in a brief summary paragraph. (see sample hand-out attached elsewhere in package)

- f. **List of References:** minimum 4 references, including 2 texts

GRADING CRITERIA FOR WRITTEN COMPONENT OF CASE STUDY ASSIGNMENT

		Approximate Grading (up to...)
Introduction:	thesis statement or introductory statement(s)	/3
	clearly indicate topic(s) and purpose of the paper	/4
Grammar & Spelling:	skilful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	/5
Organization:	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement or to a conclusion	/4
Content:	consistent point(s) of view, present different sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent, scholarly	/8
Conclusion:	including final statements	/3
References	sources properly referenced throughout the paper; title page & reference list neat and professional in appearance	/3
Penalty for lateness:	1 mark per calendar day	
Total Term Paper Mark:		/30

3. **Recommended Work Plan**

CICE student's name: _____

a) **Preparation:** Read and review the assigned case and jot down ideas on a possible thesis statement and underlying issues to be explored.
Completed: _____

b) **First Task Period** **Date:** _____

Decide on a thesis statement and underlying issues for research and discussion.
Completed: _____

Underlying issues and record references.

c). **Second Task Period** **Date:** _____

have research for at least 2 issues completed
Completed: _____

Decide on a format for the paper
Completed: _____

d). **Third Task Period** **Date:** _____

have all research completed
Completed: _____

have thesis statement completed
Completed: _____

begin work on the underlying issues of the case
Completed: _____

e). **Fourth Task Period** **Date:** _____

have underlying issues completed
Completed: _____

have application completed
Completed: _____

f). Fifth Task Period Date: _____

have introduction to the case completed

Completed: _____

have concluding statement completed

Completed: _____

have list of references completed:

Completed: _____

g). Sixth Task Period Date: _____

type case paper

h). Final Task Period Date: _____

complete any unfinished work and put final touches on paper

Completed: _____

Finalize team evaluation report. Make arrangements to have report typed, signed by all members and attached to the final report by the due date.

Completed: _____

Format for Personal Reflection Papers (20 marks divided by 2 = 10% of final grade)

The CICE student will reflect upon their own developmental course through adolescence using the following headings as a guideline.

Physical Development

On-set of puberty and physical changes through adolescence (2 marks)

Personal Appearance and Self Image (2 marks)

Nutrition and Fitness (2 marks)

Cognitive Development

Academic development (2 marks)

Employment or other responsibilities (2 marks)

Achievements (high school diploma, driver's license etc.) (2 marks)

Socioemotional Development

Family Relationships through adolescence (2 marks)

Peer Relationships (2 marks)

Dating and Sexuality (2 marks)

Challenges

Issues or Events That Impacted Adolescence, and How They Were Handled (2 marks)

- * All aspects of the paper are confidential, and will only be made known to the Professor. The CICE student is therefore encouraged to be as honest as possible in discussing any significant events or issues that impacted their adolescence. However, the student is only expected to share only as much information as is comfortable

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. 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.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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 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

D. Evaluation:

Is reflective of modified learning outcomes.