

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Child and Adolescent Development Part 2

CODE NO. : CYW205 **SEMESTER:** Fall
MODIFIED CODE: CYW0205

PROGRAM: Child and Youth Worker

AUTHOR: CYW Faculty
MODIFIED BY: Paula Naylor, Learning Specialist CICE Program

DATE: Sept 2014 **PREVIOUS OUTLINE DATED:** Sept 2013

APPROVED: "Angelique Lemay" Sept 2014

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DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): CYW132

HOURS/WEEK: 3

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COURSE DESCRIPTION:

This course is a continuation of CYW0132. With assistance from a Learning Specialist, the CICE student(s) will be introduced to the study of human development from middle childhood to the end of adolescence. A holistic view of human development and functioning will be utilized. The CICE student(s) will acquire a fundamental knowledge of developmental patterns and occurrences.

LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist, 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 a basic understanding of normative and non-normative developmental factors***
- b. ***basically describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence***
- c. ***basically apply selected theories of development to explain and analyze the developmental needs of children and youth at various stages***

2. Communicate effectively in verbal, nonverbal and written forms which enhance the quality of service (CYW CSAC Learning Outcome #8)

Potential Elements of the performance:

- a. ***basically identify and describe, in both written and verbal form, normative and individual factors as they impact on specific cases***
- b. ***basically define and apply selected vocabulary from the child development literature***
- c. ***basically use American Psychological Association reporting format as required***

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. ***basically 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***
- b. ***actively participate in small group activities, as assigned***

- 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***
- 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. Brief Review of Developmental Theories
- 2. Brief Review of Infant and Early Childhood Development
- 3. Physical Development in later Childhood and Adolescence
- 4. Cognitive Development in later Childhood and Adolescence
- 5. Social/Emotional Development in later Childhood and Adolescence
- 6. Developmental Challenges and Issues in later Childhood and Adolescence
- 7. Issues of Early and Middle Adulthood

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- 1. Children, current Canadian Edition, Robert V. Kail and Theresa Zolner
* **Previously purchased for CYW132**
- 2. Access to a course related film and viewing equipment for assignment purposes (details to be provided in class)

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests: There will be five quizzes for 10% each; only the best four will be counted. 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. **(10% x 4)**

Film Case Study:

Oral Presentation:

Students may do an individual presentation or (preferably) a group presentation based on a case study drawn from a popular film. The film must relate to issues of childhood/adolescence and be approved by the course professor. (**suggested film list attached to classroom schedule*)

The presentation time is 15 minutes per person. Therefore, a pair of students would be expected to present for 30 minutes, a group of three for 45 minutes etc. The number of people in the group will determine the required length and depth of the presentation. All presentations will include a focused discussion component. Presentation style and the appropriate use of visual aids and interactive elements will be evaluated together with content, as is reflective of our emphasis on effective communication and interpersonal skills. The oral presentation/discussion will constitute **15%** of the final grade. Guidelines and grading criteria will be provided.

Personal Reflection Paper: Students will individually submit a reflection paper regarding their own developmental experience of adolescence, according to criteria and guidelines to be provided. This assignment will constitute **15%** of the final grade.

Developmental Interview With Early to Middle Aged Adult: Each student will submit a developmental summary of lifespan issues for a volunteer subject in early to middle adulthood. This assignment will constitute **15%** of the final grade. Guidelines and grading criteria will be provided.

Class Involvement: Participation, preparation, completion of readings, satisfactory completion of weekly assignments, and mature involvement in class will constitute **15%** of the final grade.

V1. METHOD OF ASSESSMENT

4 quizzes at 10%	40%
Film Case Oral Presentation	15%
Personal Reflection Paper	15%

Developmental Interview	15%
Attendance and Participation	<u>15%</u>
	100%

College Grading System

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Failure)	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:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its

constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. ***Once the classroom door has been closed and the learning process has begun, late arrivers may not be granted admission to the room until the first scheduled break unless otherwise permitted by the instructor.***

Addendum:

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.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and LMS and form part of this course outline.

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. 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 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.

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 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 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.