

I. COURSE DESCRIPTION:

Child and Adolescent Development I (CYC0153)

CICE students, with assistance from a learning specialist, will acquire a basic knowledge relative to the 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a learning specialist, will demonstrate the basic ability to:

- 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**

Elements of the Performance

- Differentiate between cognitive, physical, emotional and social domains of development
- Identify key theories of developmental psychology, and attachment
- Consider and discuss the interactions of biological, psychological, sociological and environmental factors in growth and development
- 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
- Recognize and describe the developmental impact of environmental context (i.e., family life/home, school, recreation) and cultural norms
- Differentiate between normative and individual patterns of development

2. Access and apply child development literature from a variety of sources to enhance professional knowledge and competence

Elements of the Performance

- Explain the role of research in guiding developmental theory and practice
- Link observed behaviours to concepts from child development literature
- Link current professional issues to concepts from child development literature
- Use theory and research to inform discussions about the problems of childhood

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

Elements of the Performance

- Contribute to collaborative learning activities and respond respectfully to the ideas, opinions and activities of others
- Report on observations of behaviour as supported by appropriate developmental research
- Prepare and present information on child development that is supported by research and suitable to the needs of a target audience
- Plan and implement, clear, concise written, oral and electronic communications that meet identified needs
- Develop and apply organizational and time management skills

III. TOPICS:

- a. Child Development: Theories and Themes
- b. Research in Child Development
- c. Genetic Factors of Child Development
- d. Prenatal Development and Birth
- e. Physical, Cognitive, Emotional, and Social Development in Infants and Toddlers
- f. Physical, Cognitive, Emotional, and Social Development in Preschool Children
- g. Professional Communication and Teamwork Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS (available in College Bookstore):

Children, current Canadian Edition, Robert V. Kail and Theresa Zolner

V. COURSE REQUIREMENTS:

1. In small groups of 2 to 4, students will make an oral informational presentation on a topic pertinent to child development. This material would be suitable to a public presentation for parents and/or educators. ***Dates, topics and criteria will be finalized in the first two weeks of class.***
2. There will be five (5) quizzes on material covered in class and in the assigned text. Only the best four (4) quizzes will be counted. There will be no opportunity to write missed tests, other than for a documented medical emergency. Students may bring notes to quizzes. The textbook, laptops/tablets/smartphones or other materials are not permitted at quizzes. ***Quiz dates as noted on assignment package.***
3. Each individual student will complete an observation report of an individual child and support their observations with applicable developmental research. ***Due date as noted on assignment package.***
4. Each individual student will complete a **peer-reviewed article review assignment** according to criteria to be provided.
5. Active participation and regular attendance.

VI. EVALUATION PROCESS/GRADING SYSTEM:

1. Weekly Demonstration of Communication/Teamwork Skills (20%)
2. Oral Informational Presentation (10%)
3. Quizzes – 10% each (40%)
4. Written Observation Report (20%)
5. Article Review Assignment (10%)

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 |

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| 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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VII. 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.***

All courses in the Child and Youth Care program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

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 located on the portal 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.