

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Child and Adolescent Development Part 2  
**CODE NO. :** HSC203 **SEMESTER:** 3  
**PROGRAM:** Child and Youth Worker  
**AUTHOR:** Sandy MacDonald CCW, MA (CYC Cert)  
**DATE:** Sept/2003 **PREVIOUS OUTLINE DATED:** Sept/02  
**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** HSC104  
**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 HSC 104. 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 students 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 student will demonstrate the 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 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.** *identify and describe, in both written and verbal form, normative and individual factors as they impact on specific case*

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- b. define and apply selected vocabulary from the child development literature*
  - c. 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. 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. complete a “case study/analysis” with a work team*
- 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, 6<sup>th</sup> ed. Brown and Benchmark**
3. **Study Guide for “Children” is recommended, not required.**

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

**Tests:** There will be two tests: one at mid-term and one final. Test questions may require students 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 students in work teams of 2 or 3. Each team will submit a single written report, as described below. All members of the team will receive the same grade, unless circumstances demand otherwise, in the professor’s view.

Each team will be assigned a case from the text “Adolescent Portraits”. Teams must lead a discussion of the case when it comes up in class (as all cases will be discussed). In addition, teams are to prepare a “reaction/analysis” paper, for submission to the professor. The reaction paper must provide an in depth 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) students are expected to make “cultural translations” to Canadian parallels. As part of the overall analysis, the personal views of the students will be accepted provided they are cross-referenced to research findings. Overall, students are 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 four 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 four 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 student’s responsibility to ensure the accuracy of references - if in doubt, contact the professor. Internet sources must be valid.

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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 12 pages, typed and double-spaced  
Due Date: TBA in first class

**Work plan** – A work plan must be handed in early in the semester (exact date to be announced in class). The professor will outline the requirements for this.

**Team Evaluation Form** - There must also be submitted a “team evaluation form” which provides a summary evaluation of the team process and the contributions of the team members. Dissenting views can be included. All team members must sign this assignment and the evaluation.

**Class Involvement:** Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class.

**V1. METHOD OF ASSESSMENT**

Mid term Test	20%
Final Test	20%
Work Plan	5%
Oral Case Report	10%
Case Paper	20%
Team Evaluation	5%
Attendance	20%
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	100%

**College Grading System**

The following letter grades will be assigned in accordance with the College Guidelines:

<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
F (Failure)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

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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.
W	Student has withdrawn from the course without academic penalty.
<b>Note:</b>	Students may be assigned an “R” 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 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.

**IX. 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. Class Discussion Component (worth 10%)
  - a) Each group will do an oral presentation of their assigned case using the following headings as a guideline:

Thesis Statement  
Introduction to the Case  
Underlying Issues for Discussion  
Application  
Concluding Statement
  - b) Each group will provide the class with a 1 page hand-out of the information presented (a sample will be provided)
  - c) Following the oral presentation of the case, the group will lead a class discussion of underlying issues related to the case, based upon 2 or 3 relevant discussion questions prepared in advance by the presenters

**Grading Criteria for Leading Case Discussion in Class– see below (20 marks = 10%)**

Length of Discussion (approximately 20 - 30 minutes)	/1
Shared leadership/co-operation amongst discussion leaders	/1
Introducing the case and identifying key issues (the section summaries in the text will be helpful in this respect)	/2
Keeping discussion well organized and focused	/1
Using appropriate language throughout	/1
Appearing enthusiastic and knowledgeable about topic	/1
Present an overview of how the group sees the issue, research findings and how it ties into the developmental context etc.	/3
Have a one page hand-out for group members, highlighting key points	/3
Have several questions prepared to stimulate discussion	/3
Be prepared to troubleshoot common group discussion problems if one group member is dominating discussion, summarize and redirect if several people try to speak at once, intervene and request one at a time - if people are having side conversations during discussion, let them know the behaviour is distracting and request their attention - recognize and prevent side-tracking – keep discussion on main issues - discourage excessive negativity (as it undermines constructive discussion) but do try to identify value of all perspectives - attempt to draw out and support “shy” or quiet members manage the time carefully, so the discussion concludes in the appropriate time frame	/1
Use audiovisual supports where appropriate to highlight points, brainstorm and/or record ideas throughout the discussion (*these can then be used to summarize at the end)	/2
Encourage a positive climate for all ideas – No dumb ideas, No wrong questions!	/1

GRADE OUT OF 20 DIVIDED BY 2 = GRADE OUT OF 10

2. Instructions for Written Component of Case Study Assignment (Case Paper worth 20%)

Each group will submit a paper on their assigned case which is approximately 10 to 12 pages in length, and contains research from at least six 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. (1 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 four to six 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. 4 to 6 issues at 1 to 2 pages each = approximately 8 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 6 references, including 2 texts

**GRADING CRITERIA FOR WRITTEN COMPONENT OF CASE STUDY  
ASSIGNMENT**

		<b>Approximate Grading (up to...)</b>
<b>Introduction:</b>	thesis statement or introductory statement(s)	<b>/2</b>
	clearly indicate topic(s) and purpose of the paper	<b>/2</b>
<b>Grammar &amp; Spelling:</b>	skillful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	<b>/3</b>
<b>Organization:</b>	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement or to a conclusion	<b>/3</b>
<b>Content:</b>	consistent point(s) of view, present different sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent, scholarly	<b>/6</b>
<b>Conclusion:</b>	including final statements	<b>/2</b>
<b>References</b>	sources properly referenced throughout the paper; title page & reference list neat and professional in appearance	<b>/2</b>
<b>Penalty for lateness:</b>	1 mark per calendar day	
<b>Total Term Paper Mark:</b>		<b>/20</b>

**3. Recommended Work Plan (to be submitted to the instructor for 5%)**

Group Members: \_\_\_\_\_

a). Individual preparation: Each group member to read and review the assigned case and jot down ideas on a possible thesis statement and underlying issues to be explored.  
Completed \_\_\_\_\_

b). First Group Meeting Date: \_\_\_\_\_

i) Members share ideas and reach agreement regarding a thesis statement and underlying issues for research and discussion. Completed \_\_\_\_\_

ii) Group members divide tasks (i.e who will take responsibility for preparing each aspect of assignment and by what date?)

decide who will research which of the underlying issues, and record references for same?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

decide who will prepare 1 page hand-out for class \_\_\_\_\_

decide who will develop discussion questions for class presentation \_\_\_\_\_  
decide what visual aids will be required and who will prepare same \_\_\_\_\_

decide how information can be pooled into one paper (i.e. using compatible computer programs and disks?); decide who will prepare final paper (typing, editing and combining the various sections into one cohesive paper with clear sub-headings, cover page, list of references etc.) \_\_\_\_\_

c). Second Group Meeting Date: \_\_\_\_\_

group shares research findings to be incorporated into paper and presentation.  
Completed \_\_\_\_\_

group plans oral presentation and classroom discussion  
decide who will present what? In what manner? Finalize discussion questions.  
Completed: \_\_\_\_\_

develop plan to finalize written and oral components of assignment.  
Completed \_\_\_\_\_

d). Final Group Meeting Date: \_\_\_\_\_

Ensure that every aspect of written and oral components are ready to go, and that all members are aware of their responsibilities. 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 \_\_\_\_\_

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4. **Team Evaluation (to be submitted to the instructor for 5%):** This section is a summary of the group process and participation of each member.

For a mid range mark (B), students may complete the form below or, if they wish to provide a more in-depth analysis (and be eligible for an A), they can prepare a typed summary in paragraph form, responding to the following questions:

Did all members attend group meetings and/or communicate well with other group members? Explain.

Did all members do good work and make quality contributions to the assignment? Explain and provide examples.

Did all members complete an appropriate quantity of work (ie. was the work load fairly distributed?) Explain.

Were all members good to work with (pleasant, dependable, respectful etc)? Were there problems that needed to be addressed? Explain.

Evaluation Form:

In your opinion, please rate the contributions of each group member according to the following scale.

1 = Poor      2 = Fair      3 = Good      4 = Very Good      5 = Excellent

\* Additional comments may be added on the back if you wish to expand

Names of Group Members	<u>Availability</u>  Did member attend group meetings and/or communicate well with other group members	<u>Quality of Work</u>  Did member do good work, make good quality contributions	<u>Quantity of Work</u>  Did member complete a fair share of the group's tasks	<u>Working Well with Others</u>  Was the member good to work with (pleasant, dependable, respectful etc.)

Signatures of Group Members \_\_\_\_\_