

I. COURSE DESCRIPTION:

This course is a continuation of CYW132. 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 cases*
- 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. *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. Review of Developmental Theories
2. 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

1V. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Children, 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; however, only the best four will be counted. Quiz questions may require students to draw on major areas of study from CYW132. 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 Component:

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 middle childhood or adolescent development and be approved by the course professor. (**see 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.

Written Component:

Each film presentation will be accompanied by a research paper written by the presenter(s). The research paper will 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, and report on them in a clear, complete and scholarly fashion. In the event that a case makes reference to cultural issues relevant to the United States or elsewhere, students are expected to make “cultural translations” to Canadian parallels and, where appropriate, Canadian statistics. 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 middle childhood and adolescent developmental issues as identified in their assigned case.

References must include specific information from “Children” (Kail) and a minimum of four other scientific/professional references. References must appear both on a separate sheet and in the body of the paper, as indicated by APA reporting format.

The four additional sources must date within the last ten years and be professionally credible. References may be obtained from books and texts, research journals, professional or news magazines (e.g. Psychology Today, Discover etc.). It is the student’s responsibility to ensure the accuracy of references - if in doubt, contact the professor. Internet sources must be chosen carefully to ensure credibility and relevance. The research paper will constitute **15%** of the final grade. Length: 2 -3 pages per person, typed and double-spaced
Due Date: TBA in first class

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

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

VI. METHOD OF ASSESSMENT

4 quizzes at 10%	40%
Film Case Oral Presentation	15%
Film Case Research Paper	15%
Personal Reflection Paper	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>	<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 (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.***

VIII. COURSE OUTLINE ADDENDUM:

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