

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Child and Adolescent Development I

**CODE NO. :** HSC 1040                      **SEMESTER:** 2

**PROGRAM:** Child and Youth Worker

**AUTHOR:** Sandy MacDonald, Ext. 439

**DATE:** Jan/03              **PREVIOUS OUTLINE DATED:** Jan/02

**APPROVED:**

	_____	_____
	DEAN	DATE

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY 1020

**LENGTH OF COURSE:** 3 Hrs/Wk

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*For additional information, please contact, Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 690*

**I. COURSE DESCRIPTION:**

Part 1 will provide an intensive 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.

Philosophically, this course emphasizes a holistic view of the undeniable worth of children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

**1. promote the overall well-being and facilitate positive change for children (from CYW CSAC Learning Outcome #2)**

**Potential Elements of the Performance:**

- define and critique the concept of development and the methods for studying development
- explain, compare, contrast and apply selected theories of child development
- describe and contrast the psychological, cognitive, physical and social developmental achievements of the prenatal period, infancy early childhood and middle childhood
- integrate holistic applications of child development
- appropriately analyze child development literature from a variety of sources

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

**Potential Elements of the Performance:**

- differentiate between normative and individual development
- apply selected vocabulary from the child development literature
- define and use the terms "assumption, inference and observation" and apply these terms in relation to the study of child development
- complete observation reports and write inferential statements from the observations and support these with reference to child development literature
- use American Psychological Association reporting format as required

**III. TOPICS:**

- a. Methods of Studying Development
- b. Theories of Development
- c. The nature of Development
- d. Heredity and Prenatal Development
- e. Birth and the Newborn
- f. Infant and Toddler Physical Development
- g. Infant Cognitive Development
- h. Infant Social Development
- i. Toddler Cognitive Development
- j. Toddler Social Development
- k. Physical, Cognitive and Social Development in Early Childhood

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

Children, John W. Santrock  
Study Guide to "Children", By Santrock (optional)

***Additional Resource Materials Available In The College Library Book Section***

**Recommended Journals/Magazines:**

CYC On-Line Journals (access through cyc-net.org)  
Canadian Journal of Early Childhood Education  
Child Development (Microfiche)  
Infant Behaviour and Development  
Journal of Child and Youth Care  
Journal of Clinical Child Psychology  
Parents  
Psychology Today

**V. COURSE REQUIREMENTS:**

1. In groups of 4 or 5, students will present a research project report. ***Dates, topics and criteria will be finalized in the first two weeks of class.***
2. There will be a mid-term and a final test on material covered in class and in the assigned text. ***Test dates to be announced in the first two weeks of class.***
3. Each individual student will select a course related article from one of the recommended journals or magazines and present an oral summary and analysis of same, in accordance with criteria to be provided. ***Dates to be announced in the first two weeks of class.***
4. ***Each individual student will complete an observation report and make inferences supported by developmental research. Dates to be announced in the first two weeks of class.***
5. Active participation and regular attendance.

**VI EVALUATION PROCESS/GRADING SYSTEM:**

1. Attendance and Participation 20%
2. Research Report (10% oral and 10% written) 20%
3. Mid Term Test (10% Multiple Choice & 10% Essay Portion)
4. Oral Article Presentation 10%
5. Written Observation Report 10%
6. Final Exam 20%

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

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.

## VII. 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 Room E1204 or call Extension 493, 717, or 491 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.