



School of School of Health, Education & Human Services

ELCC 121

CHILD GROWTH & DEVELOPMENT II

Term: Winter, 2022

Number of Credits: 3

Course Outline

INSTRUCTOR: Jeanelle Julien

E-MAIL: jjulien@yukonu.ca

OFFICE HOURS: By appointment

OFFICE LOCATION: Virtual

CLASSROOM: Online via Zoom

TIME: 6:30pm -9:30pm

DATES: Tuesdays: January 11 – April 19, 2022

COURSE DESCRIPTION

This course provides the student with a basic understanding of child development relevant to facilitating growth and development in children during middle childhood and adolescence (6 to 18 years of age).

COURSE REQUIREMENTS

Prerequisite(s): None. It is recommended that students have completed Grade 12, with English 12.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

RELATED COURSE REQUIREMENTS

This course is being offered virtually via zoom. It is **required** that all students have access to a computer or other device and Internet to attend and complete this course. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB

Storage	5 GB of available space	5 GB of available space
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LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Know themes and theories related to child and adolescent development.
- Understand research techniques utilized in the field of child development.
- Use the SPICE acronym (Social, Physical, Creative/Cultural, Intellectual and Emotional) of developmental domains to describe the sequence and characteristics of the growth and development of the whole child during middle childhood and adolescence.
- Identify and describe influences, including those relevant to the North, that affect the SPICE areas of growth and development in middle childhood and adolescence
- Have an introductory knowledge of atypical development during middle childhood and adolescence

COURSE FORMAT

Weekly breakdown of instructional hours

This 45-hour course will be delivered solely online via Zoom. The presentation of information will be primarily delivered by the instructor. Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

In addition to weekly classes, it is expected that this course will require 3 hours per week of assignments or additional reading. It is important to note that the time required will vary by individual.

Delivery format

This course is delivered online with both synchronous and asynchronous components/activities.

EVALUATION

Assignment #1- Opinions, Beliefs and Issues	20%
Assignment #2- Understanding Theories of Development	30%
Assignment #3- Understanding Research	20%
Assignment #3- Adolescent Perspective	15%
Assignment #4- Reading Activities (In-class)	15%
Total	100%

Students in this course are expected to complete the following types of evaluation:

- Written assignments (includes making posts to discussion forums in moodle)
- Oral class presentations
- Participation in virtual activities facilitated through zoom and moodle

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments must also be submitted punctually. 5% will be deducted for each calendar day that an assignment is late.

Please note: Assignment #4 requires that students be present for class and that students participate in class discussions to demonstrate their understanding of the weekly readings. Please refer to the assignment package for further detail on all assignments in this course.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Siegel, D. J. (2013). *Brainstorm: The power and purpose of the teenage brain*. New York: Penguin Random House.

Packer, M.J. (2017). *Child Development, Understanding a Cultural Perspective*. London: SAGE Publications Ltd.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPICS COVERED IN THIS COURSE

❖ Importance of Studying Child Development

❖ Overview of Child Developmental Theories and Themes

❖ Review of Developmental Theorists:

- Freud
- Piaget
- Bowlby
- Ainsworth
- Erickson
- Shanker
- Skinner
- Bronfenbrenner
- Siegel
- Kohlberg
- Neufeld

❖ Research in Child Development

❖ Physical Development in Middle Childhood & Adolescence

❖ Cognitive Development in Middle Childhood & Adolescence

❖ Social/Emotional Development in Middle Childhood & Adolescence

❖ Child development within the Yukon context

❖ Child development within the context of culture

TOPIC OUTLINE