DURHAM COLLEGE
SUCCESS MATTERS

Faculty of Soc & Commnty Serv

Child Development

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
SCS-Child and Youth Care (compressed)	--	CYCA	1	2

Course Code: PSYC 1608	**Course Equiv. Code(s):** N/A
Course Hours: 42	**Course GPA Weighting:** 3
Prerequisite: N/A	
Corequisite: N/A	

Laptop Course: Yes [ ] No [X]

Delivery Mode(s): In class [X] Online [ ] Hybrid [ ] Flexible [ ] HyFlex [ ]

Remote proctoring required Yes [ ] No [X]

Authorized by (Dean or Director): Ralph Hofmann **Date:** June 2024

Prepared by		
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Course Description:

Child Development is a comprehensive study of human development from a developmental psychology perspective. This course examines the developmental processes and milestones of the individual from conception to 12 years of age with particular emphasis on behavioural, cognitive and social and emotional domains. Students will be introduced to the major psychological theories and controversies in the field of human development. Additionally, they will explore the impact child maltreatment has on the way children typically reach their developmental milestones and handle their emotions. Finally, students will learn specific skills that they can apply to their profession when working with children, families and other services providers.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course

delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in http://www.durhamcollege.ca/plar. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes [X]   **No** [ ]

PLAR Assessment (if eligible):

[X] Assignment

[X] Exam

[ ] Portfolio

[ ] Other

[   ]

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

CLO1   Explain typical development within the context of the physical, cognitive, and psychosocial domains of development from conception to the end of middle childhood.

CLO2   Compare developmental events from the perspectives of the major approaches to the study of human development.

CLO3   Describe the influences that heredity and environment have on development.

CLO4   Demonstrate an understanding of optimal physical, cognitive, and psychosocial development from birth to the end of middle childhood.

CLO5   Describe the impact child maltreatment has on children's typical development.

CLO6   Raise a virtual child from birth to age 12.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

[X] EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

[X] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[X] EES 3. Execute mathematical operations accurately.

[ ] EES 4. Apply a systematic approach to solve problems.

[X] EES 5. Use a variety of thinking skills to anticipate and solve problems.

[X] EES 6. Locate, select, organize, and document information using appropriate technology and information systems.

[X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.

[ ] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.

[ ] EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

[X] EES 10. Manage the use of time and other resources to complete projects.

[X] EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: My Virtual Child 1- essay related to the growth and development of a virtual child.	CLO1, CLO2, CLO3, CLO4, CLO6	EES1, EES2, EES6, EES7, EES10, EES11	20
Assignment: My Virtual Child 2 - essay related to the growth and development of a virtual child.	CLO1, CLO2, CLO3, CLO4, CLO6	EES1, EES2, EES6, EES7, EES10, EES11	20
Test: Test 1	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES5, EES7, EES10, EES11	20
Test: Test 2	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES5, EES7, EES10, EES11	20
Test: Test 3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES5, EES7, EES10, EES11	20
Total			**100%**

Notes:

1. My Virtual Child is a packaged product with the below-noted text. It is expected that the student will complete My Virtual Child outside of class time and complete the assignments pertaining to raising a 'virtual child'. It is important that the student is in sync in raising their virtual child with the developmental stage being explored in class. For example, the student should have raised their child to the infancy stage by the end of week 6. In order to complete the required written assignment, the student must have raised their child to that developmental stage.

2. Test dates are tentative and will be confirmed by the Professor. The format for the tests will be discussed in class.

3. Assignments must adhere to the policy and standards in the Program Specific Policies and Procedures Guide pertaining to written assignments. The policy will be reviewed in class. No "make-ups" or supplemental activities for any assessment in this course exist.

4. The due dates for the written assignments are tentative and will be confirmed by the Professor. Instructions for the assignments will be reviewed in class. Students are required to use material from their textbook and lectures to competently complete the written assignments on their Virtual Child. Appropriate APA format is required. A brief review will be provided in class; however, it is the student's responsibility to ensure they know and understand how to apply APA format to their written work. Resources within Durham College will be recommended to ensure success in this area.

5. This course is very content heavy and moves at a quick pace. Completing the required readings and any assigned work prior to attending class will enhance the student's ability to understand and master the concepts presented in class and experience a higher level of success.

6. A mid-term mark will be determined for all students to identify their academic progress.

7. Students are responsible for checking DC Connect for course information, resources, announcements, assignments and mail. DC Connect will be the main mode of communication. All attempts will be made to answer e-mails within 2-3 business days.

Required Text(s) and Supplies:

1. Manis, F. & Pencer, A. (2019). The Dynamic Child (1st Canadian Edition). Toronto: Pearson Canada Inc.
    ISBN-13: 9780135978948

Recommended Resources (purchase is optional):

1. APA Citation Style - Guide to Bibliographic Citation
    This can be accessed via the Library and SALS websites.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	**+** attendance
+ Academic Policies	**+** absence related to tests or assignment due dates
+ Academic Integrity	**+** excused absences
+ Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf	**+** writing tests and assignments
+ Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies	**+** classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/

All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:

• copying another person's work;
• using unauthorized materials or resources during an evaluation;
• obtaining unauthorized copies of evaluations in advance;
• collaborating without permission;
• colluding or providing unauthorized assistance;
• falsifying academic documents or records;
• misrepresenting academic credentials;
• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;
• bribing or attempting to bribe personnel;
• impersonation;
• submitting the same work in more than one course without authorization;
• improper use of computer technology and the internet;
• depriving others of academic resources;
• misrepresenting reasons for special consideration of academic work;
• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;
• any unauthorized use of generative or other artificial intelligence.

If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.

Course Specific Policies and Expectations:

CONDUCT IN CLASS:
In order to create a collaborative and inclusive learning environment everyone is expected to conduct themselves in a professional manner and be respectful of one another. Electronic communication devices should be used for the purpose of enhancing one's learning and not be used in a manner that disrupts the class to the detriment of the other members.

ATTENDANCE:
In order to enhance student's success students are encouraged to attend class, tests, and other forms of evaluation. They are also encouraged to participate in class discussions, exercises, activities and homework related to the course topics. If going to be absent, it is appreciated that the student contact the professor before, or on the day of the scheduled class, should an emergency occur.

TESTS:
It is expected that students will be present to write the test in the scheduled time slot. However, there may be times, due to unforeseen circumstances, that this may not be possible. Please refer to the Missed Test Policy in the Child and Youth Care (CYC) Program Specific Policies and Procedures Guide to ensure success in this area.

WRITTEN ASSIGNMENTS:
All written assignments are to be submitted on the required due date and as specified by the course Professor. However, there may be times, due to unforeseen circumstances, that this may not be possible.   Please refer to the Missed/Late Assignment Policy outlined in the CYC Program Specific Policies and Procedures Guide to ensure success in this area. Detailed instructions and grading criteria will be provided on the written assignment as well as the rubric. Assignments are expected to adhere to appropriate APA format. Please visit the Campus Library or the SALS website for information on APA format.

In Class Participation:
Class participation, and sharing information and ideas in class discussions and group work will enhance the student's own personal and professional growth and their success in the course. Students are encouraged to participate in in-class assignments, activities and homework related to course topics.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.

2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.

3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.

4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)

5. A full description of the Academic Appeals Process can be found at https://durhamcollege.ca/about/governance/policies/academic-policies .

6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.

7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

8. In compliance with the Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act (MTCU Act), please visit this link to determine textbook costs: https://durham.bookware3000.ca/course-materials/textbook-search. Please speak with your professor to determine if prior versions of a textbook are acceptable.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class

1	**Course Learning Outcomes**

CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11	Practiced:	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11

Intended Learning Objectives/Topics

Introduction to the Course

Review course learning outcomes and their relevance to the program learning outcomes.
Establish classroom expectations.
Introduction to "My Virtual Child".
Explain what lifespan development is.
Describe the developmental domains in lifespan development - physical, cognitive, and social and personality.

Intended Learning Activities

Review Course Outline, including test/assignment dates.

Lecture, large and small group discussions/activities.

Resources and References

Course Outline
Powerpoint Presentation
Chapter 1

Evaluation

Week/Module	Hours:	3	Delivery:	In Class

2	**Course Learning Outcomes** CLO2, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES7, EES9, EES11	Practiced:	EES1, EES2, EES5, EES7, EES9, EES11

Intended Learning Objectives/Topics

Developmental Theories

Describe the key features of developmental Theories including; Psychodynamic, Learning, Cognitive, and Developmental Systems.

Describe the major methods of collecting data on children.

Discuss the strengths and weaknesses of research designs used to study developmental change.

Identify ethical precautions researchers take to protect children participating in studies.

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapter 1

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class	

3	**Course Learning Outcomes**
	CLO2, CLO3, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES7, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES7, EES9, EES10, EES11

Intended Learning Objectives/Topics

The Start of Life

Explain what role genetics plays in prenatal development.
Describe the interaction of heredity and environment in determining human characteristics.
Identify what happens in the prenatal stage of development.
Explain the impact of teratogens on prenatal development.
Identify the stages of labour and delivery.
Describe how physicians assess the newborn baby.

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapters 2 & 3

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class	
4	**Course Learning Outcomes**				
	CLO1, CLO3, CLO4, CLO5, CLO6				
	Essential Employability Skills				
	Taught:	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11	
	Intended Learning Objectives/Topics				
	Infancy - Physical Development and Health Discuss optimal sleeping and nutritional needs. Identify principles of bodily growth during infancy. Describe the development of neural networks in the brain. Explore how experiences modify brain development. Explain the developmental significance of reflexes. Explain the development of gross motor skills. Describe the development of the senses and visual perception.				
	Intended Learning Activities				
	Lecture, large and small group discussion/activities				
	Resources and References				
	Powerpoint Presentation Chapter 4 My Virtual Child				
	Evaluation				

Week/ Module	Hours:	3	Delivery:	In Class	

5	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills				
Taught:	EES1, EES2, EES3, EES5, EES6, EES7, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES3, EES5, EES6, EES7, EES9, EES10, EES11

Intended Learning Objectives/Topics

1st half of class - Test 1

2nd half of class - Infancy - Cognitive Development

Explain the processes involved in cognitive development according to Piaget.
Discuss how infants process information.
Identify the major milestones of language development.
Explain how the ability to communicate develops in the first year.

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapter 5
My Virtual Child

Evaluation	**Weighting**
Test: Test 1	20

Week/ Module	Hours:	3	Delivery:	In Class
6	**Course Learning Outcomes**			

Course Learning Outcomes

CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES3, EES5, EES6, EES7, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES3, EES5, EES6, EES7, EES9, EES10, EES11

Intended Learning Objectives/Topics

Infancy - Social and Emotional Development

Discuss how social understanding and emotions develop.
Define what temperament is and differentiate between the different categories of temperament.
Differentiate between the different types of attachment.
Explain how social context influences the development of attachment.
Explain Erickson's Psychosocial stage of development.
Describe the types of play observed in toddlers.
Apply the concepts of growth and development to case scenarios pertaining to the Child and Youth Care profession.

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapter 6
My Virtual Child

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class

7

Course Learning Outcomes

CLO1, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES6, EES7, EES9, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES9, EES11

Intended Learning Objectives/Topics

Early Childhood - Physical Development & Health

Identify various changes in the growth of the body and brain.
Explain how gross and fine motor skills improve during early childhood.
Discuss the factors associated with children's health and safety.
Identify risk factors, consequences and prevention of child maltreatment and neglect.

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapter 7
My Virtual Child

Evaluation	**Weighting**
Assignment: My Virtual Child 1- essay related to the growth and development of a virtual child.	20

Week/ Module	Hours:	3	Delivery:	In Class

8

Course Learning Outcomes

CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11

Intended Learning Objectives/Topics

Early Childhood - Cognitive & Language Development

Explain Piaget's Preoperational Period of cognitive development.
Discuss the importance of attention in early childhood.
Explain Vygotsky's key contributions to understanding child cognition.
Describe the progression of language, early literacy and mathematics.

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapter 8
My Virtual Child

Evaluation

Week/ Module	Hours:		3	Delivery:		

9	**Course Learning Outcomes**
	CLO1, CLO2, CLO4

Essential Employability Skills			
Taught:	EES1, EES2, EES5, EES6, EES7, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES10, EES11

Intended Learning Objectives/Topics

Test 2

2nd half of the class - Early Childhood - Social & Emotional Development

Intended Learning Activities

Test 2

Resources and References

Powerpoint Presentation
Chapter 9
My Virtual Child

Evaluation	**Weighting**
Test: Test 2	20

Week/ Module	Hours:		3	Delivery:		

10	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Essential Employability Skills			
Taught:	EES1, EES2, EES5, EES6, EES7, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES10, EES11

Intended Learning Objectives/Topics

Middle Childhood - Physical Development & Health

Explain Piaget's Concrete Operational Period of cognitive development.
Identify the advancement in information processing.
Describe how intelligence is typically measured and what factors contribute to differences in scores.
Describe the progression of language, literacy and mathematics.
Explain the educational responses to children with intellectual disabilities and giftedness.

Intended Learning Activities

Lecture, large and small group discussions/activities

Resources and References

Powerpoint Presentation
Chapter 10
My Virtual Child

Evaluation	**Weighting**
Assignment: My Virtual Child 2 - essay related to the growth and development of a virtual child.	20

Week/ Module	Hours:	3	Delivery:	In Class
11	**Course Learning Outcomes**			
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11

Intended Learning Objectives/Topics

Middle Childhood - Cognitive Development

Explain Piaget's Concrete Operational Period of cognitive development.
Identify the advancement in information processing.
Describe how intelligence is typically measured and what factors contribute to differences in scores.
Describe the progression of language, literacy and mathematics.
Explain the educational responses to children with intellectual disabilities and giftedness.
Discuss Individual Education Plans

Intended Learning Activities

Lecture, large and small group discussions/activities.

Resources and References

Powerpoint Presentation
Chapter 11
My Virtual Life

Evaluation

Week/ Module	Hours:	3	Delivery:	In Class		
12	**Course Learning Outcomes**					
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11		**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES9, EES10, EES11	
	Intended Learning Objectives/Topics					
	Middle Childhood - Social & Emotional Development Discuss how the development of social and emotional competence changes in middle childhood. Explain Erickson's Psychosocial stage of development. Explore the impact family relationships has on social and emotional development. Explore how social contexts outside the family influence social and emotional development. Apply the concepts of growth and development to case scenarios pertaining to the Child and Youth Care profession.					
	Intended Learning Activities					
	Lecture, large and small group discussions/activities.					
	Resources and References					
	Powerpoint Presentation Chapter 12 My Virtual Child					
	Evaluation					

Week/ Module	Hours:	3	Delivery:	In Class		
13	**Course Learning Outcomes**					
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES3, EES5, EES6, EES7, EES9, EES10, EES11		**Practiced:**	EES1, EES2, EES3, EES5, EES6, EES7, EES9, EES10, EES11	
	Intended Learning Objectives/Topics					
	Consolidation Week Review for final test					
	Intended Learning Activities					
	Lecture, large and small group discussions/activities					
	Resources and References					
	N/A					
	Evaluation					

Week/ Module	Hours: 3	Delivery: In Class		
14	**Course Learning Outcomes**			
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES5, EES6, EES7, EES10, EES11	**Practiced:**	EES1, EES2, EES5, EES6, EES7, EES10, EES11
	Intended Learning Objectives/Topics			
	Test 3			
	Intended Learning Activities			
	Test			
	Resources and References			
	Chapter readings-Practice Quizzes Powerpoint presentations from classes			
	Evaluation		**Weighting**	
	Test: Test 3		20	