

# **EGC 533: Child and Adolescent Growth and Development**

## **School of Education and Leadership**

3 Credits

Effective Date (1/1/2022)

List any Pre-requisite or Co-Requisite: None

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Course Description**

This course is designed for students in school counselling as an in-depth exploration of individual differences in normal child growth and development. How children learn differently and the characteristics of exceptional children will be explored through research readings, self-reflection and discussions. The course identifies and compares the major theories of child and adolescent growth and development and aids the students in understanding how to apply them

to the classroom. Effects of various ethnic, socioeconomic, cultural, and age considerations on development will be integrated into this course.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Review the role and the importance of theory in understanding human development.
- Investigate major theories of child and adolescent growth, including multicultural considerations.
- Apply developmental themes to practical interventions in schools.
- Apply developmental theories to interpret student’s own developmental trajectory.
- Evaluate how student’s developmental trajectory might affect their professional practice.
- Identify and apply basic elements of case conceptualization in the context of child and adolescent growth and development.

## Core Concepts, Knowledge, and Skills

- Developmental domains
- Family, cultural, and environmental influences on development
- Descriptive factors which support healthy development
- Developmental assessment techniques

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Case Study <i>Part I: Theoretical Review</i>	30%
Case Study <i>Part II: Developmental Self-Reflection</i>	30%
Participation and Engagement	40%
<b>TOTAL</b>	<b>100%</b>

### **Case Study**

The aim of this assignment is to apply the theoretical foundations of child and adolescent development to a particular case study. The second aim is to reflect on the process of applying theory to practice. The case that students will be using for this study will be based on them. They will be applying relevant theoretical models to their own personal development reflecting back on their childhood and adolescence. Students may wish to choose a particular period of time in their lives as the 'case'. The scenario to which they refer should have occurred during their K-12 years.

### **Case Study Part I: Theoretical Review (30% of Final Grade)**

In Part I, students will provide a summary of the case and provide a theoretical explanation for the case as they outlined it. Paper will also suggest practical intervention strategies that might have been effective during childhood to set them on a positive trajectory. Part of this will include recommendation for future interventions if necessary.

Students will include a minimum of **two** developmental theories that best support their hypothesis of the presenting issues and understanding the case. Students will explain why they

chose these theories. This part of the assignment should be between 6-10 pages and should include references relating to theory. It must also be in APA format.

<b>Grading criteria</b>	
Summary of the case	10%
Application of developmental theory to the case and assessment	40%
Interventions	25%
Ethical and cultural considerations	15%
Academic practices and skills	10%
TOTAL	100%

***Case Study Part II: Developmental Self-reflection (30% of Final Grade)***

After having written Part 1, this second section gives students the opportunity to reflect on their learning from writing Part 1 and apply this learning to a deeper understanding of relational influences on their early development. Furthermore, students should consider talking to others about their learning before they write this reflection including partners, other family members, colleagues, or cohort members.

The intention of this personal reflection paper is for the student to highlight and to reflect on the following questions:

- What is your understanding of your own developmental history after having written Part 1?
- What theories did you choose to focus on in Part 1? How did the use of these theories extend your understanding of self and others? What other theory might you consider?
- How other environments (e.g. school) influenced your development
- Which areas of development (neurological, cognitive, and social-emotional) were supported the most and the least:
  - How was the support offered?
  - How did the support impact that area of development?
  - How might a lack of support have impacted your development?
  - How did the positive support you received during those various stages of development positively impact future growth and development?
- As you consider your examples of childhood development, what were the cultural messages that influenced your development in the areas you have described?
- Reflecting on your development to the present time, how have your past experiences impacted your role as an educator? In what ways might your increased awareness of child-adolescent development impact your professional practice in the future?

This portion will be 6-8 pages in APA format.

<b>Grading criteria</b>	
Self-awareness	45%
Reflexivity	45%
Overall clarity	10%
<b>TOTAL</b>	<b>100%</b>

### **Participation and Engagement (40% of Final Grade)**

Participation and engagement are an integral part of this course. Student preparation for class and participation are essential because the information, knowledge, skills, and expertise they exchange with peers and instructor(s) contribute toward the learning community.

Meaningful participation and engagement include not only participation in class and small group discussions, engagement with course content, and sharing ideas/experiences/resources, but also self-awareness, listening, collaboration, engaging in dialogue, and continuous self-reflection.

<b>Components</b>	<b>% of Grade</b>
<b>Participation and Engagement</b> <i>(including thoughtful engagement, meaningful contribution, collaboration, self-awareness, self-reflection, and responsibility for own learning)</i>	<b>100%</b>
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

Include any program-level course policies in this section.

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.