Course Description
This three-unit course will span the Fall and Winter terms with weekly two-hour tutorials. Students will be introduced to various child and youth health and development domains in order to provide the foundational knowledge for understanding typical child and youth development. These include: Social/Emotional, Cognitive, Behaviour/Moral, and Physical Development. These domains will be discussed within a contextual model and linked to the continuum of child and youth development, beginning at birth and continuing through adolescence and emerging adulthood.

Instructors
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Skills
1. Students will continue their development of the 6 Ps while maintaining the principles of student-centered learning. This will be completed within the context of the research process, e.g., problem identification, investigation through empirical research; critical appraisal of the literature; communication with peers and professionals; refinement of research questions; synthesis of information; knowledge translation and information exchange.

2. Students will have opportunities to hone their perspective-taking skills such as those of a parent, child, policymaker, clinician, researcher, and peer.

Learning Outcomes
At the completion of this course students will:

1. Understand, appreciate, and integrate the myriad of factors that influence development from infancy to emerging adulthood.

2. Have increased awareness of the contextual model, the issues, and the complexity of child and youth health and development.

3. Continue with reflection and awareness in relation to learning, self and others within the context of the 6 Ps.

Materials
All course correspondence will be posted on LearnLink in the main conference folder. It is your responsibility to check this folder regularly. LearnLink is a tool for sharing information, receiving feedback and providing evidence of growth and development.
Course Overview and Evaluation

1. Developmental Stages Learning Components:

The course will be divided into three distinct phases, each representing a different developmental stage:

1. Birth to Infant/Toddler
2. Infant/Toddler to Puberty
3. Puberty to Emerging Adulthood

Throughout the course, students will work in small groups on one child and youth health and developmental domain. Although students will examine one domain, they are expected to learn the material from their peers who have studied the other domains in depth.

Each developmental stage is demarcated by a Check-In and will include a number of learning opportunities, including (but not limited to):

- Group Discussions
- In-Class Check-In Activities
- Written Components
  
  o **Written Prompts** (Stages 1 & 2)
    
    Students will be given a set of prompts (provided by facilitators and peer tutors) for which they will be required to provide written answers (individually). The prompts will be based on the most recently studied stage. Written answers will be made available to peers for feedback for Check-Ins 1 and 2. Students will be assessed on content, conciseness, flow, clarity, grammar and references.

  o **All About Me** (Stage 3)
    
    Throughout the school year, students will record major decisions they have made and the factors that led to those decisions; these will be used for the written component of Check-In 3.

*More details will be shared in class*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Birth to Infant/Toddler (Stage 1)</td>
<td>15%</td>
</tr>
<tr>
<td>Infant/Toddler to Puberty (Stage 2)</td>
<td>15%</td>
</tr>
<tr>
<td>Puberty to Emerging Adulthood (Stage 3)</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>55%</strong></td>
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2. Application & Integration Activities

To facilitate a deeper understanding of concepts within Child and Youth Health and Development, students will participate in several application and integration activities over the school year. *More details will be shared in class.*
Learning Activities Mark: 10%

3. Learning Log:
Throughout the academic year, students will be expected to maintain an evidence and literature-based Learning Log. This log will help students critically evaluate their learning, methods, and strategies for information processing. Students will submit their Learning Log twice during the school year (additional submissions, although not required, are encouraged). The components of the Learning Log should include: methods/strategies used to learn the material; the effectiveness of those methods/strategies; methods to adapt and refine those methods/strategies; and evidence and the literature to support the learning log. This learning log can be presented in whatever format the student decides but should be in a manner in which written feedback can be easily provided.

Learning Log Mark: 20%

4. Group Evaluation:
Students will have multiple opportunities to evaluate strengths and weaknesses of themselves and others (formally, informally) within the context of the group. Ratings need to be supported by rationale and evidence. Students are encouraged to complete weekly reflections as a method of documenting growth and development. At the end of each stage, group evaluations will be completed.

Group Evaluation Mark: 15%

### Dates and Deadlines

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Activity/Submission</th>
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<tbody>
<tr>
<td>Oct. 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Learning Log 1 Due</td>
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<tr>
<td>Nov. 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Check-In 1 In-Class Activity</td>
</tr>
<tr>
<td>Nov. 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Written Check-In 1 &amp; Group Evaluation 1 Due</td>
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<tr>
<td>Feb. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Check-In 2 In-Class Activity</td>
</tr>
<tr>
<td>Feb. 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Written Check-In 2 &amp; Group Evaluation 2 Due</td>
</tr>
<tr>
<td>Mar. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Learning Log 2 Due</td>
</tr>
<tr>
<td>Mar. 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Check-In 3 In-Class Activity</td>
</tr>
<tr>
<td>Apr. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Written Check-In 3 &amp; Group Evaluation 3 Due</td>
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Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This can result in serious consequences, e.g. the grade of zero on course work, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at http://mcmaster.ca/academicintegrity