California State University SAN MARCOS

Department of Human Development California State University San Marcos
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Course Number	**HD 380**
Course Title	**Applications in Child and Youth Development**
CRN Number	**20573**
Days	**Tu/Th**
Time	**4:00 – 5:15 pm**
Course Location	**UH 443**
Semester / Year	**Spring, 2016**
Instructor	**Kathy Fuller, Ph.D.**
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Office	**UH 306**
Hours	**T 2-3 (Temecula 2/9-4/26) & Th 1:30-3:30 (San Marcos)**

HUMAN DEVELOPMENT MISSION STATEMENT

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary, interdisciplinary and multicultural perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Integrate complementary and interdependent disciplines
- Use multiple perspectives and theoretical frameworks to equitably serve diverse communities
- Actively and critically utilize and generate research to promote evidence-based practices
- Promote social responsibility, ethical and professional standards, civic engagement, and service to the greater community

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COURSE DESCRIPTION

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Course includes a field experience component through which students will consider how their in-class learning is enacted in the lives and experiences of children and youth. Special attention is given to identifying multicultural and sociocultural influences on development.

Course Prerequisites

This course requires twenty (20) hours of service learning in an approved facility which serves children or youth. Placements must be procured within the first two weeks of the course. If a student does not have the ability to perform 20 hours due to exchange student Visa concerns, this must be addressed immediately with the instructor.

Course Objectives

By the end of the course, students will be able to:
1.   Describe the main principles of cognitive development, information processing, and sociocultural theory in order to identify how each is manifested in the lives of children and youth.
2.   Use the field experience to demonstrate how academic theory contributes to understanding observed differences in socially, culturally, and linguistically diverse children and youth.
3.   Understand and then evaluate the ways in which academic theory is applied within the realms of health, human services, and education.
4.   Apply knowledge gained from the field experience when considering influences such as environment, culture, family/sibling/friend relationships on the development of thought and reasoning.
5.   Create an understanding of what various theoretical constructs actually mean in the "real life" of children and youth.
6.   Summarize findings of empirical research in major areas of cognitive development, including perception, language, memory, conceptual understanding, problem solving, social cognition, and acquisition of academic skills and apply those summaries to understanding the lived experiences of children and youth.
7.   Understand cognitive and developmental processes and determine how that knowledge can be best applied to work with children and youth in education and other human services fields.

Unique Course Requirements

*Special Note: Because this course requires a 20 hour field service component, a personal background check may be required. It is your responsibility to check with the agency you will be serving and to meet fingerprinting and other requirements in order to serve as a volunteer. All students must work with the Office of Service Learning (http://www.csusm.edu/ocsl/students/forms.html) to ensure that proper procedures are followed and maintained throughout the term.

Credit Hour Policy Statement

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.)

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Textbook
No textbook required.
Other Readings
Weekly readings are available on Cougar Courses.

Course Material Available

Cougar Courses

Scholarly and applied articles from academic researchers and field practitioners are required and will be found in our Cougar Courses container, organized by week and topic. Assignments are also submitted through Cougar Courses.

LEARNING OUTCOMES

Because the focus of this class is on an applied understanding of how children and youth develop cognitively, emotionally, and socially, all topics will be taught through interdisciplinary and multicultural perspectives. The topics listed below in the class schedule identify the main idea for each class session and will be discussed with an interdisciplinary lens. We will integrate findings from numerous related fields as we work to understand how theory enacts and manifests itself in the real lives of children and youth.

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

Course Learning Outcomes (PSLO)

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real world problems relating to lifespan development in applied settings such as counseling, healthcare and education.

PSLO 2: Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion – and the intersections of these identities – relate to diverse experiences across the lifespan.

PSLO 3: Apply skills, knowledge and goal setting toward employment in health and human services, including documenting field experiences in health and human services settings.

PSLO 4: Demonstrate understanding of research methods that are commonly used in human development scholarship and how to design, conduct and present an original research project.

PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

GENERAL CONSIDERATIONS

Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, Health and Human Services, all students are expected to attend all classes and to participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. (Adopted by the COE Governance Community, December, 1997). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. For this class, students missing three class sessions will see their grades reduced by one full grade. Students missing four or more class sessions will see their grades reduced by two full grades. Leaving early or arriving late by more than 15 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis. However, notification of an absence does not constitute an excuse.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course. All written assignments must use American Psychological Association (APA) Style Format.

Course Format

HD 380 is offered in a face-to-face, traditional (FT) instructional delivery format, as well as local online (LO) readings and assignments as found in the web-based Cougar Course, making the true format of the course a hybrid (HY) course by design.

Necessary Technical Competency Required of Students

Course participants are encouraged to bring an electronic devise such as a laptop or tablet for in-class assignment completion and submission, group work, as well as a web-search tool for the prepared lectures and activities. Fluent familiarity with the use of MS Word is essential for the submission of assignments. This software is available for free in the Student Resources section of Cougar Courses.

Contact Information for Technical Support Assistance

For students, the CSUSM Student Help Desk can be reached by telephone at 760.750.6505, at sth@csusm.edu, or in person. The Help desk is located in Kellogg 2013.

Use of Technology

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

HD 380 requires weekly service learning question participation associated with readings and experiences, an interview, a written report of the service learning experience, a service learning presentation and an online final examination.

Final Exam Statement

During finals week, you will take a comprehensive final exam in order to demonstrate your understanding of the major theories and concepts related to child and adolescent development and how they apply to education and human services. Because research suggests that the act of retrieving information on a regular basis aids in retention, there will be 2-3 questions given at the end of class each Thursday. These questions represent the primary learning undertaken that week and should be used to create a study guide. These questions will become part of the final exam. The Final Exam will be due online on Tuesday, 5/10 between 4-6 PM.

Grading Standards

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Arial, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. All submissions are to be submitted in assignment portals inside the Cougar Course; this is a paperless course.

ASSIGNMENT	DUE DATE	POINTS POSSIBLE
Interview with a Youth	2/25	15
Service Learning Question Participation	(1/28, 2/4, 2/11, 2/18, 3/3, 3/10, 3/17, 4/7, 4/14, 4/21)	20 (2 pts per question)
Service Learning Write Up	4/28	30
Service Learning Presentation	(4/7, 4/14, 4/21, 4/28, 5/5)	15
Final Exam	5/10	20

A+ 100	A 92-97	A- 90-92
B+ 88-89	B 82-87	B- 80-81
C+ 78-79	C 72-77	C- 70-71

Policy on Late/Missed Work

Assignments are to be turned in on the due date by midnight. Exceptions must be granted in advance by the instructor.

Student Collaboration Policy

Cooperative group assignments shall be conducted during class and will feature group roles and tasks for completion. Guidelines for these group interactions are provided, monitored and taken into account for final scoring.

Assignments

1.   Interview With a Youth (Due 2/25…15 points)
You will identify a child or adolescent with whom to work this semester. You will conduct an interview centered on the major theories discussed in this course. Because the focus of this course is on understanding how theories of development apply to the lived experiences of children and adolescents, these interviews will encourage you to make those connections. This assignment encourages you to create an understanding of what various theoretical constructs actually mean in the "real life" of children and adolescents. Below please find a list of sample interview questions you may choose to utilize:

1.)   What types of things do you like to do in your free time? How do you decide what to do when you have a choice?

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)   How do you feel about school? What is your favorite part? What is your least favorite part?
)   Tell me about your family and friends.
)   Do you have a best friend?
)   What is the best part about having a good friend?
)   What is something difficult about having a best friend?
)   What is your favorite thing to do with your family?
)   How do you solve disagreements with your friends?
)   How do you respond when your parents won't allow you to do something you want to do or have something you want?
)   Have you thought about what you want to be when you grow up? If you know what you want to be, what do you need to do while you are young in order to get ready to achieve that goal?

2.   Service Learning Question Participation (Due various dates….20 points)
In order to consider the Service Learning questions posed throughout the semester from multiple perspectives, groups will be formed for small group discussion purposes. Your group feedback will be uploaded to the associated forum. Please be sure all members' names are on the submission for credit. (2 pts for each service learning question participation).

3.   Service Learning Experience Write-Up (Due 4/28….30 points)
(Please see rubrics in Appendix A.)
Because this course focuses on understanding how theories of child and adolescent development are applied in daily practice, you will spend 1-2 hours per week volunteering in a field-based program of your choice. You may volunteer in a public or private school classroom, a hospital, or a social work setting. You will document your interactions with the children or adolescents you encounter and write an analysis that makes connections between and among the theories we discuss in class and your experiences in the field. We will discuss procedures for identifying a field site, expectations for gaining permission to volunteer, and requirements for the write-up in class. During one of your interview sessions, take time to "play" with your child or adolescent. Play a board game, outdoor sport, etc. Observe their actions, question their choice of moves, etc. Below please find questions to guide your thinking during the observations:

)   How do the theories of cognitive development inform and/or influence service providers' interactions with their patients/students/clients?
)   What outside influences such as environmental factors, cultural expectations, and family/sibling/friend relationships are evident on the patients/students/clients at your service-learning site? In other words, how do outside forces influence the choices you see being made?
)   How do these outside influences affect the development of thought and reasoning within the patient/student/client?
)   How do these outside influences affect the service providers' responses and their ability to address the needs of the patient/student/client?
)   How will your understanding of the cognitive, emotional, and social development of the people (patients, students, clients, and service providers) you observe

during your service learning experience inform and/or influence your interactions and decision-making processes within your future social and professional life?

6.) For the interview with a child/adolescent in particular: How will your observation and understanding of this child's cognitive, social, and emotional development inform and/or influence your interactions and decision-making process with other children of this age?

4. Service Learning Presentation (Due …15 points)

Each student will create a presentation explaining their service learning experience. Items to include are:

1. Name of organization
2. Function of organization
3. Types of clients served
4. Your tasks with organization
5. Your personal critique of your experience

5. Final Exam (Tuesday, 5/10….4 PM - 6 PM…20 points)

During finals week, you will take a comprehensive final exam in order to demonstrate your understanding of the major theories and concepts related to child and adolescent development and how they apply to education and human services. Because research suggests that the act of retrieving information on a regular basis aids in retention, there will be 2-3 questions given at the end of class each Thursday. They represent the primary learning undertaken that week and should be used to create a study guide. These questions will become part of the final exam.

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Week 1 1/26	Introductions/Course Overview Introduction to Brain Development	
1/28	Social Influences	**2 readings in Cougar Courses SL Question Participation**
Week 2 2/2	*Service Learning...What developmental theories do you see in action?*	
2/4	Developmental Theories	**1 reading in Cougar Courses SL Question Participation**
Week 3 2/9	*Service Learning: How do children apply memory and information processing to learning?*	
2/11	Memory	**1 reading in Cougar Courses SL Question Participation**
Week 4 2/16	*Service Learning: How do children use reading, writing, speaking, and listening to communicate and make meaning?*	
2/18	Literacy	**1 reading in Cougar Courses SL Question Participation**
Week 5 2/23	*Service Learning: How do children react to problems, challenges and difficulties?*	
2/25	Cognitive Development	**1 reading in Cougar Courses Interview with a Youth**
Week 6 3/1	*Service Learning: How do the children employ critical thinking strategies in their daily experiences?*	
3/3	Critical Thinking	**1 reading in Cougar Courses SL Question Participation**
Week 7 3/8	*Service Learning: What are children's attitudes toward academic achievement? What social influences do you see on their academic work?*	
3/10	Academic Skills	**1 reading in Cougar Courses SL Question Participation**
Week 8 3/15	*Service Learning: How do children view themselves? What are the social and multicultural influences?*	
3/17	Identity	**1 reading in Cougar Courses SL Question Participation**
Week 9 3/22	Spring Break	
3/24	Spring Break	

Date	Topic	Assignment (if any)
Week 3/29	*Service Learning: What value do children place on their abilities? What characteristics of their social, cultural and linguistic identity do you see?*	
3/31	Cesar Chavez Day-Campus Closed	
Week 4/5	*Service Learning: Identify the levels of motivation among the children.*	
4/7	Motivation	**1 reading in Cougar Courses Service Learning Presentations SL Question Participation**
Week 4/12	*Service Learning: What are the different influences on the childrens' behavioral and academic choices?*	
4/14	Behavior	**1 reading in Cougar Courses Service Learning Presentations SL Question Participation**
Week 4/19	*Service Learning: Observe and note any communication strategies and/or patterns. What influences have affected these styles of communication?*	
4/21	Communication	**1 reading in Cougar Courses Service Learning Presentations SL Question Participation**
Week 4/26	*Service Learning: What characteristics do children who are adept at relationships display? What could be done to assist those students who are not as adept in the area of socialization?*	
4/28	Developing Relationships	**1 reading in Cougar Courses Service Learning Presentations Service Learning Write Up**
Week 5/3	*Service Learning: Consider possible accommodations needed by individual children or youth.*	
5/5	Learning Challenges	**Service Learning Presentations**

Date	Topic	Assignment (if any)
Week 5/10	Online Final Exam T 5/10 4-6 PM	

APPENDIX A

Service Learning Experience Write-Up Rubric

Topic	Excellent (6 points each)	Developing (3 points)	Needs Improvement (1 point)
Description of service learning placement	The author begins the paper with a detailed description of the service learning site. The description includes information about the site itself, his/her role at the site, and the adults & youth with whom he/she worked.	The author begins the paper with a description of the service learning site. Some information about the site is included, but details about his/her role and the adults & youth with whom he/she worked may be missing.	There is either no description of the site or it is incomplete.
Theories that explain cognitive, social, and emotional development in youth	A discussion of the theories learned in the course is clear and descriptive. Key principles are synthesized, not summarized, and demonstrate that the student understands them. The discussion is similar to the one in the Interview assignment but reflects new understandings based on additional learning.	A discussion of theories learned in the course is present but may be incomplete or paraphrased from the readings. The student does not demonstrate his/her understanding of the theories. The discussion is the same as or similar to the one in the Interview assignment and does NOT reflect new understandings.	Limited or vague discussion of the theories learned in the course.

Topic	Excellent (6 points each)	Developing (3 points)	Needs Improvement (1 point)
Connections between the theoretical constructs and observations & experiences during service learning	There are clear and obvious connections drawn between theories learned in the course and events that occurred throughout service learning. There is an explanation as to how the theoretical constructs might explain the youth's actions and thinking.	Connections are drawn between the theoretical constructs learned in the course and events that occurred throughout service learning, but those connections are vague or superficial.	Limited or vague connections are made.
Synthesis and discussion of further impact	The author synthesizes his/her learning from the semester in a way that demonstrates understanding of the way that theoretical constructs influence the decisions that children and adolescents make. He/she explains how this learning will impact future actions and decisions.	The author synthesizes his/her learning from the semester in a way that suggests understanding of how theoretical constructs influence the decisions that children and adolescents make. There is little discussion of how this learning will impact future actions and decisions.	There is little to no synthesis or discussion of further impact.
Conventions of language	Writing is clear and provides coherent transitions from one big idea to the next. Each paragraph discusses one main idea. There are very few (if any) spelling, punctuation, or grammar mistakes.	Writing is clear, and transitions to show one idea leads to the next are usually employed. There may be some spelling, punctuation, or grammatical mistakes, but they do not detract from the overall meaning.	Ideas are not organized into a coherent flow, and there are few transitions to move the reader through the paper. There are multiple spelling, punctuation, and/or grammatical mistakes.