Applied Child and Adolescent Development

The University of Toledo
Judith Herb College of Education
Department of Educational Foundations
EDP-5240

3 credit hours

Instructor: Dr. Lisa Kovach
Term: XXXX

Office Hours: Mon/Wed 9:00 a.m. – 9:30 a.m.; 10:45 a.m. – 1:45 p.m.; Tuesday 6:30 p.m. – 7:30 p.m. or by appointment if outside of regular office hours

Office Location: GH 5000B
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Class Location/Times: Online (Tues – Sat)
Email: lisa.kovach@utoledo.edu
Course Website: https://blackboard.utdl.edu
Anti-Bullying Site: www.utoledo.edu/tlc/bully

COURSE DESCRIPTION
The course is designed to address issues that will impact school and mental health professionals (e.g., K-12 teachers, school psychologists, clinical psychologists, social workers, school counselors, nurse). Current theory and research on physical, cognitive, social, emotional, and personality development are examined and used as the basis for understanding child and adolescent behavior and development. Special attention will be focused on identifying and solving problems related to child growth and development, with an emphasis on practical application of the content.

REQUIRED TEXTS AND MATERIALS
1) There is ONE required text for this class:
2) Supplemental Readings. The supplemental readings (provided when you click on the week's content folder) are related to the chapters and are intended to provide a deeper understanding and application of the chapter content. The supplemental readings will assist you in the weekly discussions.
3) Video clips and Power point presentations will be provided to you (when you click on the week's content folder).

COURSE OBJECTIVES
1) Define, describe, and comprehend the influence of nature and nurture (e.g., family, culture, community) on all aspects of child development (physical, cognitive, social, emotional, and personality).
2) Define, describe, and understand prenatal development and the teratogens that will affect human behavior and development from the prenatal period through adolescence.
3) Define, describe, and understand research methods used to examine human behavior and development from birth through adolescence.
4) Define, describe, and understand the relevant developmental theories including their limitations.
5) Understand the role of culture in influencing human behavior and development.
6) Examine the application of theory in practice (including, but not limited to, the fields of education and psychology).

STUDENT LEARNING OUTCOMES – Each weekly heading below indicates a significant aspect of course material. Within each heading, I have presented specific student learning outcomes.

Upon completing Foundations of Development, students should be able to:
Understand what is meant by development, including physical, cognitive, social and emotional
Know the difference between nature and nurture as well as the manner in which the interact to influence development
Understand and apply biological, social learning, psychodynamic, cognitive-developmental, cognitive process, sociocultural, and developmental systems theories
Apply knowledge of child development to the classroom and community
Understand the need for the ethical protection of children in conducting research
Distinguish between various research designs and methods of data collection with children and adolescents
Know the value of conducting action research
Understand the value of understanding the influences of culture and socioeconomic status on learning and development

**Upon completing Biological Development, students should be able to:**
Understand genetic influences on development, with special knowledge on the manner in which the environment can impact the manifestation of genetic outcomes
Know the definition of teratogen and which teratogens exert powerful influences on the developing child
Understand the biological structures of the brain in addition to environmental causes of injury/damage
Comprehend the key phases of physical development in infancy through late adolescence

**Upon completing Cognitive Development, students should be able to:**
Identify the key ideas in Piaget’s theory, including what is meant by adaptation, assimilation, accommodation
Understand the key aspects of cognitive development as described within each of Piaget’s stages (sensorimotor, preoperational, concrete operational, and formal operational)
Apply Piaget’s findings to the student’s particular field of study
Identify the key ideas in Vygotsky’s theory, including what is meant by scaffolding, level of actual development, zone of proximal development
Understand the key aspects of cognitive development as described by Vygotsky
Apply Vygotsky’s findings to the student’s particular field of study
Comprehend the similarities and differences between Piaget and Vygotsky
Understand various cognitive processes, including information processing, sensation, perception, attention, memory, reasoning, problem-solving, self-regulated learning, metacognitive awareness
Identify various learning disabilities
Understand the DSM-V diagnostic criteria for attention-deficit/hyperactivity disorder (a-d/hd)
Possess the skill to recognize if an assessment of a-d/hd-like symptoms is needed
Know the difference between typical and atypical levels of attention and hyperactivity-impulsivity
Understand the sociocultural influences on cognition
Recognize the various definitions of intelligence
Know the strengths and weaknesses of standardized intelligence tests including, but not limited to, cultural bias and assessor error
Identify group differences in intelligence
Understand inclusion and the manner in which it impacts working with children with intellectual disabilities
Know the various theoretical perspectives of language development (e.g., nativism, information processing theory, sociocultural theory, functionalism)
Understand the stages of language development and the nature in which listening and speaking skills emerge
Understand the progression of reading development as well as what is meant by emerging literacy, metacognition in reading
Know the principles of promoting reading development with various populations of children and adolescents
Comprehend the need for intergenerational reading to improve social development

**Upon completing Social and Emotional Development, students should be able to:**
Understand key concepts in Erikson’s theory of psychosocial development and its implications for working with children and adolescents
Know the definition of attachment as well as the stages of attachment and the impact of attachment security on relationships
Know the biological and social emotions and the impact that nature and nurture has on each
Know the definition of temperament, temperamental qualities, and the importance of goodness of fit
Understand the notion of sense of self as well as factors that influence its development
Understand the implications of diverse backgrounds on sense of self
Comprehend the need to foster a sense of connectedness between students and educational environments
Know the difference between intrinsic and extrinsic motivation as well as factors that affect each
Understand the various types of goals and attributes
Understand gender and cultural differences in motivation
Understand developmental trends in self-regulation as well as conditions that foster or hinder self-regulation
Understand key concepts in Kohlberg’s Theory of Moral Development
Know the limitations of research on moral development
Understand the need for, and manner of, assisting students at risk of self-harm or harming others
Understand the sociometric technique and its use in identifying peer acceptance categories
Know the implications of rejection/bullying in terms of internalizing and externalizing consequences

**Course Calendar**

**Week One**

**FOUNDATIONS OF DEVELOPMENT**
- Introduce yourself to the class in the Student Lounge
- Read Chapter 1: *Making a Difference in the Lives of Children and Adolescents*
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz One

*ALL WORK IS DUE BY 11:59 PM SUNDAY*

**Week Two**

**FOUNDATIONS OF DEVELOPMENT**
- Read Chapter 2: *Using Research to Understand Children and Adolescents*
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz Two

*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDARY*

**Week Three**

**FOUNDATIONS OF DEVELOPMENT**
- Read Chapter 3: *Family, Culture, and Community*
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz Three

*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY*

**Week Four**

**BIOLOGICAL DEVELOPMENT**
- Read Chapter 4: *Biological Beginnings*
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz Four

*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY*

**Week Five**

**BIOLOGICAL DEVELOPMENT**
- Read Chapter 5: *Physical Development*
- Read Weekly Discussion Questions
Participate in Weekly Discussion Forum
Complete Quiz Five
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Six
COGNITIVE DEVELOPMENT
-Read Chapter 6: Cognitive Development: Piaget and Vygotsky
-Read Weekly Discussion Questions
-Participate in Weekly Discussion Forum
-Complete Quiz Six
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Seven
COGNITIVE DEVELOPMENT
-Read Chapter 7: Cognitive Development: Cognitive Processes
-Read Weekly Discussion Questions
-Participate in Weekly Discussion Forum
-Complete Quiz Seven
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Eight
COGNITIVE DEVELOPMENT
-Read Chapter 8: Intelligence
-Read Weekly Discussion Questions
-Participate in Weekly Discussion Forum
-Complete Quiz Eight
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

SPRING BREAK – BREATHE, RELAX, AND ENJOY THE TIME AWAY

Week Nine
COGNITIVE DEVELOPMENT
-Read Chapter 9: Language Development
-Read “Genie...” https://www.youtube.com/watch?v=dEnkY2iaKis&list=PLAED0A0A876E65441
-Read Weekly Discussion Questions
-Participate in Weekly Discussion Forum
-Complete Quiz Nine
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Ten
COGNITIVE DEVELOPMENT
-Read Chapter 10: Development in the Academic Domains
-Read Weekly Discussion Questions
-Participate in Weekly Discussion Forum
-Complete Quiz 10
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Eleven
SOCIAL AND EMOTIONAL DEVELOPMENT
-Read Chapter 11: Emotional Development
Week Twelve
SOCIAL AND EMOTIONAL DEVELOPMENT
- Read Chapter 12: Development of Self and Social Understandings
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz 12
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Thirteen
SOCIAL AND EMOTIONAL DEVELOPMENT
- Read Chapter 13: Development of Motivation and Self-Regulation
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz 13
*ALL WORK IS TO BE COMPLETED BY 11:59 P.M. SUNDAY

Week Fourteen
SOCIAL AND EMOTIONAL DEVELOPMENT
- Read Chapter 14: Development of Morality and Interpersonal Behaviors
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz 14

Week Fifteen
SOCIAL AND EMOTIONAL DEVELOPMENT
- Read Chapter 15: Peers, Schools, and Society
- Read Weekly Discussion Questions
- Participate in Weekly Discussion Forum
- Complete Quiz 15

Week Sixteen – FINALS WEEK
MEET WITH STUDENTS ON CAMPUS OR VIA SKYPE TO REVIEW LEARNING OUTCOMES
*ASSIGNMENT TO BE SUBMITTED BY 5:00 PM THURSDAY* FOR EDP-7240 (DOCTORAL LEVEL) STUDENTS

TEACHING STRATEGIES
This fully online course is designed to stimulate student learning through readings, subjective, and objective assessment as well as collaborative activities involving asynchronous discussion. No on-campus meetings will be required, but I would like to get together the last week of the semester, if possible. See the course calendar for details.

WORK WEEK
In this fully online course, the work week runs from Tuesdays through Saturday: specifically, they begin at 9:00 a.m. Tuesday and close at 11:59 p.m. Saturday. All assigned work for any week is to be completed by midnight of Saturday
that week. The materials for any week will be posted by Tuesday morning of that week under the appropriate folder. Begin each week on Tuesday by clicking on that week’s link.

PREREQUISITES
There are no prerequisites for this course.

TECHNICAL SKILLS
To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use chat or IM software for real-time communication.

WEEKLY ASSIGNMENTS:
*Your first assignment will be to introduce yourself to the class, then read the syllabus. You will find instructions on how to begin this course in the Start Here link. The syllabus can be found in the Syllabus link.*
The syllabus is a very important document that will provide everything you need to know about this course. Read it very carefully and refer to it often. I HIGHLY recommend that you print it out as an ongoing point of reference.

1) EACH WEEK, YOU WILL BEGIN BY READING THE WEEK’S ASSIGNED CHAPTER and READING/WATCHING ALL SUPPLEMENTAL ITEMS WITHIN THE FOLDER FOR THAT WEEK.
*See Course Calendar on this document for details.

2) ATTENDANCE AND PARTICIPATION:
You will be assigned an attendance AND participation grade. Submitting weekly assignments on time, completed in full, with multiple postings to the discussion board will determine your attendance and participation grade.

3) CLUSTER QUIZZES:
Each week, there will be a quiz on the material from that week’s chapter and assigned reading(s) and/or videos. The quizzes are 20 multiple-choice questions each. Once you begin the quiz, you will have 3 hours to complete it. You should complete the quiz by 11:59 Sunday of each week.

4) DISCUSSION FORUMS:
In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. The topics I have chosen were selected based on the fact that they parallel the specific chapter’s contents. You are only participating in one discussion per week, but are expected to post a viewpoint, followed by ACTIVELY ENGAGING in the discussion as it transpires.

Each discussion is asynchronous and must be completed by 11:59 p.m. Sunday of each. You should post as early in the week as possible, to allow you the ability to make numerous posts. Again, this will take place in an asynchronous fashion, with each student being permitted to post comments during the week. The purpose of these discussion sessions is to encourage critical thinking and collegial discourse on issues related to child and adolescent development.

You will make two different kinds of entries each week:

1. One (1) entry made relating to discussion questions provided by Dr. Kovach regarding the readings. Do not answer by merely repeating what the chapter/reading/video says word-for-word, add your own understanding too.
2. AT LEAST two (2) entries that respond to someone else’s thinking. You are encouraged to have open and ongoing discussions about textbook readings, supplemental readings, videos, etc.

Please follow these instructions as you are posting your entries and responses:

If there is only one (1) discussion question, your answer to the first question would appear as [Designated Week], Entry 1, [Last Name].
If there are two (2) discussion questions, your second response would appear as [Designated Week], Entry 2, [Last Name].

Your RESPONSES TO OTHERS’ POSTS will take the form of [Designated Week], Response 1, [Last Name] and [Designated Week], Response 2, [Last Name]. For example, my responses would appear as Week 1, Response 1, Kovach AND Week 1, Response 2, Kovach. This will make it easier to determine which questions have already been posted and answered and by whom. The major goal of the postings is twofold: to help you reflect on that week’s readings and to allow others to consider your reflections.

In general, longer entries (around 50 words) are better than short entries (less than 50 words). Longer entries exemplify a deeper level of thinking and an elaboration of your insights. The more you write, the more actively you will be engaged by the subject matter. I will evaluate your entries in a holistic way. If an entry is not lengthy enough or is unrelated to the topic, you might be given only partial credit. Further, I want you to demonstrate an application of the content as well as best practice. Points will be deducted if the entries are not grammatically correct. When you are answering the question(s) with your initial post(s), please refer to the reading/video to support your viewpoint. I want to ensure that every student is reading the assignments, as they are very important to your course and future success 😊

The purpose of sharing our entries to the questions and responding to other students’ entries is to help one another understand the readings as they apply to future roles in school, clinical and other professional settings. As you are reading the material and answering the questions for that week, you should write down questions regarding aspects you do not understand and need further clarified. In your discussion, you can ask a question in order to get clarification from a classmate. The process works great when students help one another.

I will be monitoring the discussions. If none of your classmates are able assist, I will gladly provide an answer. If you need my assistance, please send me an e-mail about the post that reads as: “Dr. Kovach, none of us seem to know the answer to the following questions, can you please assist us,” then write the question. However, I expect that your full effort to help one another has happened before I answer. This is part of your attendance and participation grade.

I will keep track of posts and give them a total possible of 10 points. This MUST be done THROUGHOUT the week. If you do not post your entries and fail to respond to others’ posts during the week, you will receive a 0. If you wait until the end of the week to respond, you will receive a 0, at my discretion. In truth, this is a great learning process, as most students benefit from the student-centered nature of Distance Learning courses.

Active, open discussions are actually where much learning takes place in an online course. Trust that I am available to chime in, but I tend to be long-winded, so I don’t want to take over the discussion 😊

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TECHNOLOGY REQUIREMENTS

Browser Check Page
Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will allow you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course: http://www.utoledo.edu/ultv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html

Software
Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at http://www.utoledo.edu/dl/main/downloads.html:

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
• Adobe Shockwave Player
• Mozilla Firefox Browser - Recommended

**Internet Service**
High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

**Use of Public Computers**
If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at [http://www.utoledo.edu/it/CS/Lab_hours.html](http://www.utoledo.edu/it/CS/Lab_hours.html).

**UT Virtual Labs**
Traditionally, on-campus labs have offered students the use of computer hardware and software to which they might not otherwise have access. With UT’s Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at [http://www.utoledo.edu/it/VLab/Index.html](http://www.utoledo.edu/it/VLab/Index.html).

**COURSE POLICIES**
Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at [http://www.utoledo.edu/dl/students/dishonesty.html](http://www.utoledo.edu/dl/students/dishonesty.html).

**GRADING POLICIES**
You will find instructions for each assignment within the respective Modules and Chapters.

Student work will be assessed as follows. Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:

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<thead>
<tr>
<th>Grade</th>
<th>% of Final Grade-7240</th>
<th>% of Final Grade-5240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Weekly Discussions</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Application Paper - 7240 Students only</td>
<td>20</td>
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</tbody>
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Students are expected to complete and submit all assignments and quizzes by the due date and time specified in the calendar. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. *Ask questions as soon as possible by email or by phone if you do not understand an assignment.*

**The grading scale for this course is as follows:**

- **A**  93 – 100
- **A-**  90 – 92
- **B+**  88 – 89
- **B**  83 – 87
- **B-**  80 – 82
- **C+**  78 – 79
- **C**  73 – 77
- **C-**  70 – 72
- **D+**  68 – 69
- **D**  63 – 67
- **D-**  60 – 62
- **F**  59 or below

**AMERICANS WITH DISABILITIES ACT**
The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Academic Access for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).
COMMUNICATION GUIDELINES

Email:
Please check your UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Real-Time Communication:
A link to a real-time communication or chat tool has been added to the Course Menu. We will not be using this tool as part of our course assignments; however, the tool is available for you to use if and when you need it. To that end, I would be happy to arrange a time to meet with you in a chat room if you feel that you have questions that would best be answered in real-time. Conversely, you could also use the tool to meet with fellow students online in order to enhance your understanding of course concepts.

Netiquette:
It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the “dos” and "don'ts” of Internet etiquette:
http://www.albion.com/netiquette

TECHNICAL SUPPORT

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: http://www.utoledo.edu/dl/it/CS/HelpDesk.html

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT’s IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at http://www.utoledo.edu/it/CS/HelpDesk.html.

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services
The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.
Learn more at: https://www.etutoring.org/login.cfm?institutionid=232&returnPage

eLibrary Services Portal
The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.
Learn more at: http://www.utoledo.edu/dl/students/elibrary.html

Office of Accessibility
The Office of Accessibility provides accommodations and support services to students with disabilities.
Learn more at: http://www.utoledo.edu/utlc/accessibility/index.html

Counseling Center
The Counseling Center is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.
Learn more at: http://www.utoledo.edu/studentaffairs/counseling/

Services for Online Students
Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus -
even more so for distance learners. Visit the link below to learn more about the wide range of services for online students. Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

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