

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Psycho-Social Approach to Human Development  
**CODE NO. :** PSY218 **SEMESTER:** Winter  
**PROGRAM:** Social Services Worker, Social Services Worker – Native  
**AUTHOR:** Karen DeLuco, Social Sciences Department  
**DATE:** Jan. 2007 **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** PSY102  
**COREQUISITE:** PSY204  
**HOURS/WEEK:** 3

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course draws on the psychosocial approach to understanding the life span. Students will identify and understand the life span and the associated developmental stages of individuals and families. The social work profession recognizes the interaction of biological, psychological and societal systems on the mastery of developmental tasks. Students develop skills in assessing and responding to developmental situations individuals and families may experience.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe the ecological systems and developmental frameworks as conceptual guideposts.

Potential Elements of the Performance:

- Understand the recurring issues in development
- Explain the biopsychosocial framework
- List and describe the 2 purposes of developmental theories

2. Explain how the individual, family and societal contexts contribute to vulnerability and risk over the human life cycle and those factors that protect and provide resiliency against such risks and vulnerability.

Potential Elements of the Performance:

- Explain how prenatal development is influenced by a pregnant woman's age, her nutrition and stress
- Identify diseases, drugs and environmental hazards that can affect prenatal development
- Describe the Apgar Score and SIDS

3. Interpret and apply the basic principles of development and human behaviour theories in the analysis of individual and family dynamics.

Potential Elements of the Performance:

- Understand the psychosocial approach: the interaction of the biological, psychological and societal system
- Identify the factors which influence the components of infancy, childhood, adolescence and adulthood

4. Demonstrate an understanding of research findings on bio-psycho-social and cultural development and discuss their practice implications.

Potential Elements of the Performance:

- Describe the escalating war on terror, the invasion of Iraq, the tsunami disaster, the escalation of the AIDS epidemic in Africa and China and poverty in Canada

5. Demonstrate the ability to create differential change strategies by incorporating knowledge of unique cultural characteristics such as ethnicity, class, gender, abuse, religion/spirituality, sexual orientation, and physical/mental challenges to their understanding of human development.

Potential Elements of the Performance:

- Discuss and relate observation of and personal reflection on children and adults in everyday settings (journals, observation papers, small group work) and how these may affect a person's life course
6. Identify historical, cultural and familial differences in life span expectations and in socialization processes which relate to their own development.

Potential Elements of the Performance:

- Provide an opportunity to develop effective peer interaction (dyad partners, small group discussion)
7. Debate the ethical issues involved in research on life cycle events.

Potential Elements of the Performance:

- Identify and discuss current theories on adulthood and aging

**III. TOPICS:**

1. The Psycho-Social Approach to Human Development
2. Foundations of Human Development
3. School Age Children and Adolescents
4. Young and Middle Hood
5. The Final Passage "Living Responsibly in an Interdependent World"

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Human Development: A Life Span View (2006) 1<sup>st</sup> Canadian Edition by Robert V. Kail, John C. Cavanaugh, Christine A. Ateah, Nelson Thomson Publishing

Students will be responsible for obtaining any course materials **missed** due to absenteeism and for **regular attendance** and **class participation** in all areas of the course, as well as all readings and tests as requested. The course content and evaluation system can be modified at the discretion of the professor.

Students will be responsible for the **College Decorum handout**. This will be distributed the second or third week of classes.

V. EVALUATION PROCESS/GRADING SYSTEM:

**MAJOR ASSIGNMENTS AND TESTING**

The final course grade will be determined as follows:

1. Quizzes/Tests	= 60%
2. Assignments/Project	= 25%
3. Attendance and Participation	= 15%
<b>Total</b>	<b>= 100%</b>

Late assignments and/or absence from group work or in-class assignments or oral presentations **will not be rescheduled**. A zero grade will be earned by the student.

Be responsible by being present and submitting assignments on time with all tests and assignments completed as requested.

**METHOD OF ASSESSMENT (GRADING METHOD)**

**Special Notes Related to Test-Taking Policy:**

If a test is missed due to *verifiable* illness or incident, the professor will determine if the student is eligible for a rescheduling of the test. The student is ultimately responsible and is obligated to *contact the professor* by phone, in person or in writing **prior** to test time. The College touch-tone, 24-hour voice-mail service allows you to immediately notify the professor. Leave your name, message and phone number.

Upon returning to the College (i.e. your first day back), the student is required to ***immediately*** contact the professor to make arrangements for the assignment or test. Phone or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. **Failure to do so will result in a zero grade on the missed test.**

Notification Policy in brief: **Mutual Respect, Courtesy and Accountability**

**All tests and assignments are to be written or completed in the PSY218 scheduled class times. Students are to read and review the College Decorum document which is discussed the second week of classes.**

**Test dates will be announced at least one week prior to the test dates or earlier. Students are responsible for this information if absent for that class period.**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.