SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE: Child and Adolescent Development

CODE NO. :   PSY 106   **SEMESTER:**   Various

PROGRAM: General Arts and Sciences

AUTHOR: Social Science Department

DATE: Jan. 2010   **PREVIOUS OUTLINE DATED:**   Sept. 2009

APPROVED: "Angelique Lemay"   Jan. 2010

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          CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   PSY 102

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

Human psychological development from birth to adolescence will be studied with an emphasis on developmental changes occurring during early childhood through to adolescence.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1.   Describe what is meant by developmental change and discuss generally ways in which developmental changes can occur.*1*2
Potential Elements of the Performance:
- Describe what development is, the causes of development, the goals of developmentalists and distinguish between normative development and ideographic development
- Discuss and describe the history and concept of childhood
- Compare and contrast various developmental theories *2
- Review the research methods utilized by developmental psychologists.

2.   Examine the Hereditary Influences on Development*3
Potential Elements of the Performance:
- Describe hereditary transmission
- Identify hereditary disorders
- Explain the differences between hereditary and environmental influences on development

3.   Prenatal Development, Birth and Newborns' Readiness for Life*4
Potential Elements of the Performance:
- Describe the three stages of prenatal development
- Examine childbirth
- Identify and describe infant states and changes as the infant develops

4.   The Physical self: Development of the Brain, the Body , and Motor Skills *5
Potential Elements of the Performance:
- Outline the patterns of maturation and growth from infancy to adolescence
- Describe the development of the brain
- Describe the developmental changes that occur during motor development
- Discuss the reactions of adolescents to puberty

5. Cognitive Development
   Potential Elements of the Performance:
   Early Cognitive Development*6
   - Compare enrichment vs. differentian theories
   - Describe infant sensory capabilities
   - Describe infant perception development
   - Identify the components of learning

   Cognitive theories and viewpoints *7
   - Describe Piaget's theory of cognitive development
   - Describe Case's neo-Patina theory
   - Outline Vygotsky's Socio-Cultural Perspective

   Cognitive Development *8
   - Discuss the basic assumptions of information processing theories
   - Outline the developmental changes that occur with information processing
   - Describe the developmental differences in the ability to problem solve and reason

   Intelligence*9
   - Outline factors that influence Intelligence
   - Distinguish between fluid and crystallized intelligence
   - Discuss creativity - convergent and divergent thinking

   Language Acquisition*10
   - Differentiate between the language components
   - Summarize the theories of language acquisition
   - Outline the developmental periods of language acquisition

6. Emotional Development, Development of Self and Social Cognition *11 *12
   Potential Elements of the Performance:
   - Explain emotional development
   - Identify five components of temperament
   - Describe the characteristics of emotional attachments
   - Identify the four phases of attachment
   - Discuss some long term co-relates of both secure and insecure attachments
   - Trace the development of self-concept
   - Discuss the factors that influence self-esteem
   - Explain what is meant by compliance and non-compliance
   - Discuss the factors that influence motivation and self-concept/identity
   - Discuss the development of social cognition

III.   **TOPICS:**

1.   Basic Concepts of Developmental Change
2.   Hereditary Influences on Development
3.   Pre-Natal, Birth and Newborn Development
4.   The Development of the Physical Self
5.   Cognitive Development -(Language Acquisition, Intelligence)
6.   Emotional Development, Self-Concept development and Social Cognition

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

Developmental Psychology, Childhood and Adolescence, 2nd Canadian Edition (2005) Pub. Co. Thomson Canada Ltd. By: D. R. Shaffer, E. Wood, T. Willoughby

V.   **EVALUATION PROCESS/GRADING SYSTEM:**

Tests 7   =   *70*
Assignments   =   *30*

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

Grade	Definition	Grade Point Equivalent
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.

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI.   SPECIAL NOTES:

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.

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 postsecondary institutions.

Prior Learning Assessment**:**
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

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

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:
  (i)   issue a verbal reprimand,
  (ii) make an assignment of a lower grade with explanation,
  (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
  (iv) make an automatic assignment of a failing grade,
  (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.
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.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.