

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE - I

Code No.: ~~CCW-PSY 106 - 3~~

Program: CHILD CARE & ADOLESCENT WORKER (C.C.W.)

Semester: FIRST

Date: FALL, 1986

Author: JEFF ARBUS

New: X Revision:

APPROVED: 7 7 / ^ MKCH  
Chairperson

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Date

Instructor: Jeff Arbus

**Instructor:** Jeffrey Arbus, CCW, M.A.  
Office No. E465

**Time:** Wednesday 2:00 to 5:00 p.m.

**Phone:** 949-2050, Ext. 293

**Date:** Course starts Sept.3, 1986.

**PURPOSE OF COURSE:**

The courses "**Psychology of Childhood and Adolescence 1 & 2**" will provide an intensive study of human development from conception to young adulthood. Included will be an examination of psychological, physical, cognitive and social growth and development through the various stages. In some instances, abnormal development and behaviour will be contrasted with normal patterns.

**Part 1** of this two-part course will concentrate on early life development. Psychological concepts, theories and research will be examined in relation to developmental processes.

**Part 2** of the course will focus on the stages of later childhood and adolescence. Major life-span issues may be examined, at time allows.

**OBJECTIVES:**

- a) For the student to gain an understanding of the field of developmental psychology, some of its major theories and research contributions; and to gain a clear sense of "psychology" as a behavioural science, and of significance of this field to Child Care Work.
- b) To gain an understanding of the changes in a person's behaviour that are the result of the interdependent and interactive effects of maturation and experience, particularly as they apply to development in infancy and young childhood.
- c) For the student to learn and utilize some of the language of psychology.
- d) For students to learn the basics of psychological writing format, and to employ the same in their work.
- e) Finally, for all to work together to make this course a rewarding and enjoyable experience.

**LEARNING RESOURCES:**

- a) **Supplied by the College:**
- the Learning Resource Centre
  - audio-visual resources where appropriate
  - a copy of the APA reporting format
  - teaching, helping and supporting

...cont'd

b) **Texts:** It is a requirement of this course that each student obtain a copy of each of the following (available in the College bookstore):

1. Santrock, J.W. and Yussen, S.R. Children and Adolescents, Toronto: W.C. Brown, 1984.
2. Walraven, M. Student Study Guide for Children and Adolescents, Toronto: W.C. Brown, 1984.
3. American Psychiatric Association. Psychiatric Glossary, 1984.

**REQUIREMENTS FOR THE FINAL GRADE;**

a) **There will be three tests:** They will be spaced throughout the course, sometimes corresponding to the end of sections of the text. Test items will cover all material studied to date, not just what was studied since the last test. Tests will be spaced approximately 5 weeks apart. More details will be given in class. Students will have an opportunity to review their tests, but will not be able to keep them. The dates of the tests will be provided in class.

Test #1 = 20%

Test #2 = 25%

Test #3 = 30%

\*\* There will be no rewrites of tests in this course.

b) **Group/Seminar Presentations:** Groups will be formed and each will choose a topic from the instructor's list. The job of the group will be to research the particular topic and to then present the whole topic, in depth, to the class.

The rest of the class will be prepared, and will be ready to ask questions, as will the instructor.

All group members should be a part of the research and presentation. Group members may or may not receive the same grade.

**Oral Presentation Only:** No written submissions are required. Required length - 1/2 hour.

It is important to realize that this assignment will involve everyone in the overall learning process - each topic will be scheduled and it will be difficult to alter this schedule without changing the rest of the course, so stay with the schedule.

Further details will be provided.

This will be worth 15% of the Final Grade.

c) **Class Involvement, Participation, Preparation:** Readings, completed, workbook assignments completed - 10% of final grade.

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**MISCELLANEOUS EXPECTATIONS;**

Unless otherwise indicated, assume that both the text and workbook must be brought by each person to each class. Workbooks will be reviewed by the instructor without notice, from time to time.

85% attendance in this course is a requirement - all other assignments as listed above are meaningless when attendance falls below 85% - see the instructor if you think this will happen, for any reason.

- 85% means that the maximum each person can miss is two classes out of the semester without a grading penalty. **Call the instructor or leave a message if you will be away.**

**Plagiarism:** (N) To take someone's ideas or writings and pass them off as one's own. **This is very serious. Don't do it!**

- Plagiarism results in an automatic rewrite, and if it happens a second time, it will result in a failure of this entire course. (In the senior levels of the CCW programme, there may not be second chances.)
- **See the instructor if you have doubts about the skills of summarizing and referencing.**

\*\* Take responsibility for your own learning - it can be whatever you want it to be if you keep up and don't fall behind, then this can be a very rewarding and enjoyable course for you!!

**GRADING SUMMARY:**

Test #1:	20%
Test #2:	25%
Test #3:	30%
Group Seminar:*	15%
Involvement:	10%
<b>TOTAL</b>	<b>100%</b>

**\*NOTE:** A group may elect to defer its seminar presentation until the second part of the course. This can only be done with the agreement of all group members and the course instructor. In such a case the grade calculation for part 1 would be based on the material completed to date. Subsequent failure to complete the presentation during part 2 of the course would result in a recalculation of the grade from part 1.

Letter grades, for transcript purposes, will be calculated as follows:

- 90% - 100% = A+
- 80 - 89 = A
- 70 - 79 = B
- 60 - 69 = C
- less than 60% = R - repeat of the course

\*\*Should there be any changes to this outline, students will receive due notification.

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i National Institute for Staff and Organizational Development :  
1 North American Consortium

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## \*OF TESTS AND TECHNIQUES

We've all heard these words: "You will have one hour to complete this test. All answers must be marked on the answer sheet. Make no marks on the test booklet. Use a no. 2 pencil. Be sure to follow test directions carefully. Ready? Begin." And you're off! You feel nervous. You want to do well. You know that you should have studied more. Mostly you wish that you were somewhere else. !!

Our culture is a test-taking one: In the twelve years of your elementary and secondary education, you probably completed 2,600 weekly quizzes. In two years of college, you'll take another 50 mid-term and final exams and if you decide to continue for another two years, add another 50 exams! Let's not forget the standardized tests that you have taken and the future tests you may take for business or government. But don't despair—you can improve your test scores. Just read on for some tips.

We take different types of tests, but they all have one major point in common: a test is a sample of behavior at one point in time. This means that test scores will change from one test administration to the next. In fact, there are numerous reported cases of I.Q.'s changing by as much as 30 or 40 points between tests! Another reason that scores will vary between tests is the test-taker's unfamiliarity with specific types of tests.

There are essentially two types of tests: maximal performance tests and typical performance tests. Maximal performance tests (I.Q. tests, classroom or achievement tests, aptitude tests) attempt to measure an individual's best possible performance at that time. You may have taken some kind of admissions test (like the A.C.T. or S.A.T., for example) that was designed to ascertain your level of ability before entering college. These tests can create a great deal of tension for students. If you take these tests more than once, chances are that your score will go up. If you are planning to take this type of test, ask your friends who have taken them to tell you about them and check your bookstore for test manuals which have samples of the questions and the format of the test. The key is to find out as much as you can about the test before you walk in to take it. You'll probably feel less nervous as a result. i 5

The other major type of test is the typical performance test. These {personality tests, interest tests, attitude tests, for example) do not promote as much anxiety as maximal performance tests since there is little preparation needed to take them and there are no "right" or "wrong" answers. These tests are used by counselors to help you with personal, educational and vocational planning.

A new area of testing involves the evaluation of a person's cognitive or thinking style. These tests reveal how you learn best or how you think. For example, some students work well independently and others learn best through a great deal of interaction with other students. By evaluating these styles, counselors can help you improve your learning.

Although there are different types of tests, the techniques to improve your scores on each are similar.

"Editor's Note. This special edition- of Innovation Abstracts is intended for student use. Faculty members who wish to do so are encouraged to make copies for their students.



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(1) You may have heard that you can study too much for a test. Not true! When it is possible to prepare for a test, do so. "Overlearning" raises scores and lowers anxiety. It is "better to study over a period of time than it is to cram the night before a test. Don't forget that preparation for a test involves talking to friends who have taken similar tests or have taken tests from your instructor before. If other students happen to have their old tests, look at them, too.

(2) Show up on time for your test, but don't arrive too early. If you do arrive at the test site early, stand away from the crowd. This will help you to avoid getting nervous from others' anxiety. If you pay attention to others' worries, your anxiety will increase, too. You don't need that!

(3) Find out in advance if the test has a correction formula. That means, for example, that for every four items you answer incorrectly, one right answer is deducted from your total score. This is an attempt to correct for guessing. So if a formula is used, don't guess unless you can eliminate some of the possible answers.

(4) Eliminate alternatives. In a multiple choice test with four options, if you can eliminate any two of the four answers your chances of choosing correctly are 50-50. If you can't eliminate any answers, if you have no idea, and if there is no correction for guessing, pick the longest answer and go on to the next question. Test authors tend to make correct answers the longest.

(5) Read directions carefully. If you haven't finished reading the directions at the start of the test or if you don't understand the directions, ask the proctor for assistance. That's what they are paid for.

(6) Pace yourself so that you can complete as many questions as possible. Determine how long you can spend on each question. Keep track of the time.

(7) If the test is multiple choice and you must read a "stem" and then select the correct response from alternatives, try to answer the question before you read the choices, then pick the one most similar to your answer.

(8) If the test requires you to read passages and then answer questions based on the reading, read the questions first. This will tell you what to look for, and you'll be in a better position to answer the questions correctly and quickly.

(9) Skip items you are not sure of. If you've seen the material before, but can't remember the answer, your brain will be searching for the information while you work on other items. When the answer comes to you, go back and mark-it.

(10) Do not change your answers on multiple choice tests unless you are very uncertain about your initial answer. Research has shown that only when you have strong doubts is your second answer more likely to be correct.

(11) Read the questions carefully. On essay tests, note key words such as *compare*, *contrast*, *discuss*, *analyze*, *define*, and *describe*. Do exactly what the question asks! Be direct. If you are unsure of a response to an essay question, rambling on will come across as wordiness. On multiple-choice tests, look out for negative words: "Which of these could not be..." Underline key words.

(12) There is some evidence that you will do better on a test if you are slightly cool. If you are too warm or too comfortable, you can lose your focus.

(13) When finished, recheck your work for clerical corrections only.

(14) Ask to see your tests and scores. By reviewing a test, you learn more about testing and become test-wise.

Tests are necessary to describe levels of knowledge and to assist in making placement decisions. So it is important to develop a healthy, positive attitude toward tests and examinations. Look at it this way: as you master classroom tests, you'll be completing trial runs for more difficult life tests.

Perry W. Buffington, Assistant Professor of Psychology  
Presbyterian College

For further information see Sky, Delta Air Lines Inflight Magazine 10 (May 1931).

Karen Watkins, Editor

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