

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

CHILD CARE AND ADOLESCENT WORKER PROGRAMME

PRY im-fi - Developmental Psychology (CCW)

INSTRUCTOR: Bob Metcalfe  
Office No: E 465  
Phone: 949-2050 Ext. 293

TIME: Wednesday - 2:00 to 5:00 p.m.

DATES: September 7, 1983 to April 18, 1984

PURPOSE OF COURSE: Developmental Psychology will study normal growth and psychological development from conception to old age, with an emphasis on childhood and adolescent development. This will include an exploration-of the changes in a person's behaviour that are a result of the interdependant and interactive effects of maturation and experience. In some instances, abnormal development and behaviour will be contrasted with normal patterns.

Psychological concepts, theories and research will be examined in relation to developmental processes.

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 the significance of this field to Child Care Work;
- b) To gain an understanding of some major dimensions of normal development.
- c) For the student to begin to learn and utilize some of the language of psychology.

- d) For students to learn 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
- b) Texts - It is requirement of this course that each student obtain a copy of each of the following (available in the bookstore):

CD Santrock, John, W., Life-Span Development, Iowa, Wm. C. Brown Co. 1983.

C2) Walraven, Michael, G., Student Study Guide to Life-Span Development, Iowa, Wm. C. Brown Co. 1983.

(3) Drever, J. (ed.) The Penguin Dictionary of Psychology, Toronto: Penguin, 1952

REQUIREMENTS FOR THE FINAL GRADE:

- a) There will be seven tests, following each section of the text.  
A one week notice will be given in advance of each test:

Test #1 - 4	5%	
Test #5	10%	= 55%
Test #6	5%	
Test #7	20%	

Final paper - this is to be a research effort, on a topic of the student's choice, but all topics must be approved by the instructor - topic must relate to an aspect of developmental psychology (preferably, but not restricted to children or adolescents) - at least 10 references, none older than 5 years from an approved journal or magazine (e.g. Psychology Today), not from a popular magazine (e.g. MacLean's, National Enquirer, etc.) or newspaper - legibility, style and grammar are important as is the APA format.

- 1500 words minimum
- to be handed in the last\_day of class in April, 1984 - no earlier than 4 weeks prior, no later at all. (keep a copy)
- a one page outline of the topic must be handed in to the instructor by December 8, 1983 - this will allow you at least 15 weeks to complete this assignment - topic duplications will be discouraged.
- the paper should have a theme - you can either begin with an idea, explain it and see if the literature supports, it, or you can research the literature first and see if you can extract a theme.
- hint on style: as you read articles, note how the writer puts together the thoughts.
- this will be worth 25% of the final grade.

#### Group/Seminar Presentations;

- groups will be formed and each will be assigned a section of the text - the job of the group will be to research the particular topic beyond what the text presents and to then present the whole topic, in depth, to the class.
- the rest of the class will be prepared, from the readings, 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.

