

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE I

---

Course No.: PSY 106-3

---

Program: CHILD AND YOUTH WORKER

---

Semester: FIRST

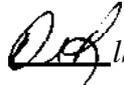
---

Date: SEPTEMBER 1990 Previous date: SEPTEMBER 1989

---

Author: JEFFREY ARBUS, C.C.W., M.A.

---

APPROVED:  IS>/?rly\*~

DATE: KJS^LJL A n /9^j

Page 2

Course Outline: CCW-PSY 106-3

Instructor: Psychology of Childhood and Adolescence - I  
Jeffrey Arbus, CCW, M.A. Office No. E465  
759-6774, Ext. 546

Time: Wednesday, 1:30 p.m. to 4:30 p.m.

Start Date: September 5, 1990

#### PURPOSE OF COURSE

The courses "Psychology of Childhood and Adolescence I and II" 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 I 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 II of the course will focus on the stages of later childhood and adolescence. Major life-span issues will be examined, as time allows.

The progression through the curricula of Part I will be adjusted according to the needs of the class, as expressed to the instructor and as perceived by the instructor.

#### OBJECTIVES OF PART I

- a) For the student to gain an understanding of the field of developmental psychology, some of its major theories and research contributions; to gain a clear sense of "psychology" as a behavioural and social science, and of the 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 develop and display a caring and empathic understanding of children and child development.
- d) For the student to learn and utilize some of the language of psychology.
- e) For students to learn the basics of psychological writing format, and to employ the same in their work.

- f) For the student to demonstrate the ability to orally present researched material to the class, and to otherwise speak before the class.
- g) Finally, for all to work together to make this course a rewarding and enjoyable experience.

LEARNING RESOURCES

Supplied by the College:

- the Learning Resource Centre
- audio-visual resources where appropriate
- a copy of the APA reporting format
- teaching, helping, and supporting (support is not to be equated with a judgement on a student's progress or competency in the course)

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. Lefrancois, G. (1989) Of children: An introduction to child development.
2. Semb, G. (1989) A study guide for "Of children" Toronto: Wadsworth.
3. American Psychiatric Association (1984). Psychiatric Glossary.

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 five (5) weeks apart. More details will be given in class. The dates of the tests will be provided in class, with at least two (2) weeks\* notice.

Test #1 = 15%  
Test #2 = 20% Of Final Grade  
Test #3 = 20%

\*\* Test rewrites or alternate testing arrangements may occur in exceptional circumstances, subsequent to a review of the circumstances by the instructor and/or the Dean.

- b) **Periodic Quizzes** - 10% (total of all quizzes given). One (1) week notice will be given for the quizzes.
- c) **Special presentation** - Each student is to select a book of fiction for supplementary reading. The book should be on the subject of children or family, with the particular focus on helping the reader see the world from the child's point of view. In other words, the book should address developing an empathic view of children and child development.

Each book must be approved by the instructor. The instructor will base this decision upon his perception of the relevance of the book to this specific course, and to the goals of the assignment as they fit in with the course objectives. Duplication within the course will be discouraged. As well, duplication with books read for other courses in the C.Y.W. program will be discouraged. The instructor will compare lists with other instructors.

Students are expected to read this book on their own, i.e. it will not be referred to on a weekly basis. Following completion of the book, students are to write a brief paper (800-1000 words, or 4-5 typed pages) covering the following:

- a) brief summary of the book;
- b) summary of student's personal reaction to the book, with specific references to the book;
- c) analysis of book, using what student has already studied from the rest of the course (again, with references to specific parts of the book and the major text);
- d) description of one method by which student can promote greater empathic understanding of children, just as the author has done with you;
- e) description of one method by which student can display their role as advocates on behalf of children.

On the day the paper is due, each student will be expected to present a brief oral summary of parts b) to e) above (2-3 minutes).

The paper can be hand-written or typed. In either case, it must be clear, neat, double-spaced, in blue or black ink, with easily legible print. Use both sides of the paper please. Also, plastic covers may be left at home. Staple sign and date all reports.

Further details will be provided in class.

All references used in the report must be properly noted.

Grading for this assignment: Written report - 15% of final  
Oral summary - 5% of final

Due date for book title: September 19, 1990

Due date for assignment: November 14, 1990

- d) **Resource Bank** - Students are to develop, maintain, and expand a "Resource Bank". Format to be explained in class. Content includes handouts from this class and other sources, newspaper clippings, and other information pertaining to topics covered throughout the term. The bank will be reviewed by the instructor and evaluated according to the credibility of sources, the extent or scope of material, the applicability of material to the course, and the organization of the bank.

A Resource Bank in this case may also contain material which could be helpful to the student in his/her career as a C.Y.W., e.g. on the topic of child management.

Review date: December 5, 1990

- e) **Class Involvement, Participation, Preparation** - Readings completed; workbook assignments completed; general deportment; punctuality; contributions; display of tolerance of ideas and persons. Student self-evaluation will be used to help determine this portion of the grade. Students are reminded to be familiar with their "Rights and Responsibilities" handbook pertaining to class conduct.

#### MISCELLANEOUS EXPECTATIONS

- a) Unless otherwise indicated, assume that both the text and workbook must be brought by each person to each class. Workbooks may be reviewed by the instructor without notice, from time to time.
- b) 85% attendance in this course is strongly recommended - all other assignments as listed above may be jeopardized when attendance falls below 85% - see the instructor if you think this will happen, for any reason.

It is extremely important to call the instructor or leave a message if you will be away from class. Learn how to obtain class material if you are absent, and how to enter a class if you are late.

Explanation: Regular attendance will help the student integrate the curricula and display their achievement of some of the course objectives. Attendance of at least 85% of classes (i.e. no more than 2 classes missed) could maximize the student's attainment of course objectives.

- c) **Plagiarism:** (n.) "To take someone's ideas or writings and present them as one's own." **This is a very serious act of theft. Don't do it!**

Plagiarism may result in an automatic rewrite, and if it happens a second time, it could result in a failure of this entire course.

See the instructor if you have doubts about the skills of summarizing and referencing. If you are uncertain, ask. Disaster strikes when one pretends to know what one obviously does not know. It is O.K. to "not know" - ask!

- d) **\*\*Take responsibility for your own learning! It can be whatever you want it to be. If you keep up with the material, then this can be a very rewarding and enjoyable course for you!!**

GRADING SUMMARY

Test #1	-	15%
Test #2	-	20%
Test #3	-	20%
Quizzes	-	10%
Written book report	-	15%
Oral Book Summary	-	5%
Resource bank	-	5%
Involvement	-	<u>10%</u>
TOTAL	-	100%

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)

The "X" grade may be used in extenuating circumstances.

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

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
CHILD & YOUTH WORKER PROGRAM

**ADDITION TO C.Y.W. PROGRAM POLICIES  
NOTICE OF AGREEMENT**

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, \_\_\_\_\_, have read the C.Y.W.

Course Outline for the Course \_\_\_\_\_

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated: