

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 1991 Previous date: SEPTEMBER 1990

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

APPROVED: \K QmLAilMi^ DATE: QjtJjL ///?/
K DeRosasario, Dean j!
School of Human Sciences
and Teacher Education

Psychology of Childhood and Adolescence - I (PSY 106)
Instructor: Jeffrey Arbus, CCW, M.A.
759-6774

PURPOSE OF COURSE

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

Part II - The human will be examined as an individual, evolving organism, as a psychic entity, and as a member of a social milieu.

Part II 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. Later life 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 and as perceived by the instructor.

OBJECTIVES OF PART _I

- a) For the student to gain and demonstrate 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 and Youth Work.
- b) To gain an and demonstrate 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 and utilize the basics of psychological research and writing format, and to employ the same in their work.

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- 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. Toronto: Wadsworth
2. Semb, G. (1989) A study guide for "Of children" Toronto: Wadsworth.
3. American Psychiatric Association (1988). 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 confirmed in class, at least two weeks before the date.
 - Test #1 - October 9, 1991
 - Test #2 = November 13, 1991
 - Test #3 = December 18, 1991

* Tests cannot be rewritten in order to obtain a higher grade. Tests may be rescheduled, at the instructor's discretion, for substantial and substantiated reasons for absence on test day. Any rescheduling will be arranged so that the test is written prior to the next class after the missed test. After that class missed tests cannot be written. Students who miss a test **MUST** make rescheduling arrangements directly and immediately with the instructor.

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- b) **Periodic Quizzes** - 10% (total of all quizzes given). One (1) week notice will be given for the quizzes.
- c) **Special presentation "Book Review"**- Each student is to select a book of fiction or non-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 may 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 how this book has helped the student to promote greater empathic understanding of children, just as the author has done.

On the day the paper is due, each student will be expected to present a brief oral summary above 2-3 minutes. The paper must be typed. Plastic covers may be left at home, (in fact, any and all covers may be left at home - try not to waste paper please.) Staple sign and date all reports.

Further details will be provided in class.

All references used in the report must be properly noted.

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

Due date for book title: September 18, 1991 (in the instructor's mailbox)

Due date for assignment: November 13, 1991 (also a tentative date for test.)

- 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 especially 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 4, 1991

- e) **Class Involvement, Participation, Preparation** - Readings completed; workbook assignments completed; general deportment; punctuality; contributions; display of tolerance of ideas and persons. Student self-evaluation may 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.

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.

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.

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- 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 Review	-	5%
Resource bank	-	5%
Involvement	-	10%
TOTAL	-	100

NOTE: To pass this course students must achieve 60% average of the 3 **tests**, plus 60% overall.

COLLEGE EVALUATION SYSTEM

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.**

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentiality with the instructor.

JSp^t* Innovation Abstracts



National Institute for Staff and Organizational Development
! North American Consortium

Vol. III, no. 27

*OF TESTS AND TECHNIQUES

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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. P-e-a-d-y? Sesin." And you're off. You feel nervous. You want to do well. You knew 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 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 tests 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.

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.



(1) You may have heard that you can't overlearn. "Overlearning" raises scores and worsens 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.

4. 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 guessing correctly are 10-50. 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*, *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

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

Karen Watkins, Editor
October 30, 1931, Vol. III, no. 17

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DISCUSSING WITH STUDENTS THE CHARACTERISTICS OF SUCCESSFUL STUDENTING

Many new students do not know what a good college student is or what a good college student does. They understand good and bad grades in a general way, and they sense that they should attend classes; but that is where their knowledge begins and ends.

Most teachers know what a good student is and is not. For one thing, a good student is not necessarily the most intelligent individual in a class.

Guided by this optimistic precept, I discuss the following list of characteristics of good students at the beginning of the semester. I supply my inexperienced students with a description of what a hard-working student does; I tell them what teachers like to see. By learning about these characteristics, students may better understand the day-to-day and class-to-class behavior of successful students. The idea is to provide inexperienced students with guidelines they can follow which will help them get down to the business of serious, successful studenting.

What Are the Characteristics of Successful Students?

1. Not surprisingly, they attend classes—regularly. Moreover, they are on time. If they miss a session, they feel obligated to let the instructor know why, and their excuses seem legitimate and reasonable. They make sure they get all assignments they missed and understand specifically what was covered in class.
2. They take advantage of extra credit opportunities if they are offered: They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (a frequently challenging) assignments that many students pass up, such as giving a five-minute presentation that substitutes for an essay.
3. Successful students speak in class, even if their attempts are a bit clumsy and difficult. They ask the questions that the instructor knows many in the class are bound to have, provided they are listening.
4. They see the instructor before or after class about grades, comments made on their papers, and upcoming tests. Sometimes they just want to ask a question or make a comment relative to the class discussion.
5. Successful students turn in assignments that look neat and sharp. They take the time to produce a final product that looks good, a reflection of a caring attitude and pride in their work.
6. They are attentive in class. They don't chat, read, or stare out windows. In other words, they are polite and graceful, even if they get a little bored.
7. Almost all work and assignments are turned in, even if every one of them is not brilliant. Successful students seem driven to complete all work.
8. The most successful students may well end up at the instructor's office door at least once during the semester: They'll go out of their way to find the instructor and engage him/her in meaningful conversation.

By discussing these characteristics and others with inexperienced students, instructors can point them toward success. It makes sense to provide new students with models and guidelines for the demanding task of doing well in school.

David Shults
Instructor of English ;

For further information, contact the author at Mohave Community College, Mohave Valley Campus, 3250 Highway 95, Riviera, AZ 86442.

RESEARCH REPORT 2. Notes and References

APA Documentation Format

References should be cited in the body of a report whenever ideas are quoted directly or indirectly from another source. Data, charts, figures, tables, graphs, etc. from other sources should also be referenced.

HOW TO CITE REFERENCES

Notes; In the body of the report Immediately after the material being cited, use parenthesis to show the author's last name, the year of the source's publication, and the page number.

e.g. (Smith, 1982, p. 12)

•If there is no author's name, use either the title or a recognizable abbreviated form of the title of the book or publication.

References; At the end of the report On a separate page entitled REFERENCES, provide a list of all sources used in researching the report.

Organize the sources into categories.

e.g.

PRIMARY SOURCES

Surveys

Correspondence

SECONDARY SOURCES

Books

Periodicals

Monographs

etc.

Within each category list the sources alphabetically according to the author's/editor's last name. In cases where no author's/editor's name is given, list the sources alphabetically according to the title of the article.

Always use correct format and punctuation.

For format, study the samples of References on the pages following.

.../con't

For further examples and explanation, consult the following guide available at the circulation desk in the library.

American Psychological Association. (1984). Publication manual of the American Psychological Association (3rd ed.). Hyattsville, MD: Author.

(Available in Sault College Library)'.

FORMAT GUIDELINES

Books

- * All Sources are listed alphabetically.

Wright, P.W. (1982) Contemporary trends in housing. New
Longwood.

- * If an author has written several books / list them, chronologically.

Brown, P.W. (1983). Alternate energy designs for today's home. New
York: Smith.

Dion J.T., & Peterson, L. W. & Roy, S.P. (1982). Architecture today.
Toronto: New Dimensions Press.

- * Books with editors and multiple editions (reprintings).

Vanier, R.W. (Ed.). (1977). Home design (2nd ed.). London: Oxford
Press.

Wilson, J.P., & **Wade**, O.A. (Eds). (1981) Housing in the twentieth
century. New York: Harper and Row.

Chapter or section used in an edited book. (1- editor)

Whitford, P. (1982). The sun as an alternative energy source. In
B.J. Collins (Ed.), Alternative energy today: Vol. 1. (pp.
197-218). New York: Jones Publishing.

- * Chapter in book which is part of a large series.

APA Documentation Format

Zanden, J.D. (1983). Passive solar design principles. In R. G. Schmidt & P.D. Hollinger (Eds.). Home heating systems (2nd ed.) Vol. 1 Contemporary home design, (pp. 197-218) Toronto: Apex Press.

Periodicals (Magazines, journals)

* Author's name available

Clarey, B.T. (1982, June). New ways to control home heat loss Architectural Review, 25_(\$), 12 - 17.

T |
volume/edition (when provided)

Koski, W. & Stadler, M.P. (1983, Spring). Geo thermal heat cur.ps Canadian Kousina Journal, 127 - 132.

* No author given

Sun power and your home. (1981, January 24). Time. 12 -14

Monographs (thesis or research papers written about a single sub; and published under separate cover).

Janlon, P. (1982). Domestic fuel economy. Environmental Research Monographs, 4. Toronto: Ministry of the Environment.

Audio Visual Materials

Jonas, L. (Director). (1979). Harvest the sun. (Film). Toronto National Film Board.

Radio or T.V. Performance

Moyers, B. (Commentator). (1984, March 10). The future of home design. On Bill Moyers' Journal P.B.C.

APA Documentation Format

Personal Interview

A rig, B. Personal Interview. February 20, 1934.

- * When using personal interviews, the writer must cite, in the body of the report, the interviewee's title and place of employment.

Personal Letter

Easterly, K.T. Letter to author. December 6, 1933.

Telephone Interview

Lambert, Lawrence. Telephone Interview. January 12, 12=4.

Newspaper Article

Talbert, B. (.1973, January 10). Why are we in such a downer? Zetr
^ g>ree Press, p. 9.

- * If there is no author, locate the date after the title.

Editorial

Mr. Burger's case for prison reform. (editorial). The Christian Science Monitor, p. 24.

Do not abbreviate names of months when using APA style.