

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 1992 Previous date: SEPTEMBER 1991

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

APPROVED:

K. DeRosario
K. DeRosario, Dean
School of Human Sciences
and Teacher Education

DATE:

LSUU /11?/>



Psychology of Childhood and Adolescence - I (PSY 106)
Instructor: Jeffrey Arbus, CCW, M.A.
759-6774 Ext. 546

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

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. 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 the language of psychology, to the limits required in the course.
- e) For students to learn and utilize the basics of psychological research and writing format, and to employ the same in their work.

Course Outline: CCW-PSY 106-3

- 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; Learning Assistance Centre;
other resources
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. Krueger, M. (1987) Floating. Washington, D.C.: Child Welfare League of America.
2. Lefrancois, G. (1989) Of children: An introduction to child development. Toronto: Wadsworth
3. Semb, G. (1989) A study guide for "Of children" Toronto: Wadsworth.
4. 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.

Dates to be announced in the first class.

- * 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. The responsibility herein rests with the student to contact the instructor.

Course Outline: CCW-PSY 106-3

- b) **Periodic Quizzes** - 10% (total of all quizzes given). One (1) week notice will be given for the quizzes. Rescheduling policy applies.
- c) **Book Review** - Each student is to obtain and read "Floating" by Mark Krueger. 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 youth.

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.

Due Date to be provided in first class.

- d) **Journal article review:** Each student is to review one article on child development. Article is to come from a reputable psychological periodical. The student is to write a one-two page reaction to the article with specific reference to points in the article. APA format must be followed. More details and due date to be provided in first class. No duplications. Oral summary may be required.
- 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.

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.

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 also a tangible display of commitment.

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 from fellow students if you are absent, and how to enter a class if you are late.

Course Outline: CCW-PSY 106-3

- 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	-	10%
Journal Article Review	-	10%
Involvement	-	<u>15%</u>
TOTAL	-	100%

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

NOTE on grammar, spelling, and punctuation: These are essential to effective communication. Absence of these leads to unacceptable confusion in communication, and **will** lead to grade deduction. This will be explained in class.

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.