

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

COURSE OUTLINE

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Course Title: CHILD AND ADOLESCENT DEVELOPMENT PART II

Course No.: HSC 203 (Previously PSY 108-3)

Program: CHILD AND YOUTH WORKER

Semester: THREE

Date: SEPTEMBER, 1994 PREVIOUS DATE, JANUARY 1993

Author: JEFFREY ARBUS, CCW, B.A., MA.

NEW:

REVISION:

APPROVED: rfCiDjM £<%MJ-
Kitty DeRosario, Dean
School of Human Sciences and
Teacher Education

DATE A.*Y 7/7/94

***NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.**

Child and Adolescent Development Part II HSC 203
Instructor: J. Arbus
Phone: 759-6774 ext. 546 Time:
Start Date: January 1993

PREREQUISITE

Child and Adolescent Development Part I (HSC 104) or permission of instructor.

PHILOSOPHY/GOALS

This course is a continuation of HSC 104. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behavior will be contrasted with normal patterns.

As time allows, issues of development during the adult phase of the life cycle will be reviewed. There will be ongoing study of psychological theory, method and vocabulary.

A wholistic view of human development and functioning will be encouraged. Emphasis will be on the student integrating and applying their knowledge of developmental patterns and occurrences.

STUDENT PERFORMANCE OBJECTIVES

By the end of the course, students will be able to:

- a) Answer questions (verbal and written) and respond to discussions in order to demonstrate an understanding: of the field of psychology as a scientific study of human development; of major theories and research contributions, and of the significance of this to the field of Child and Youth Work.
- b) Analyze and respond to problems in order to express a theoretical and practical understanding of the change in a person's behavior which are the result of the interdependent and interactive effects of maturation and experience, particularly as they apply to development in childhood and adolescence.
- c) Utilize basic psychological terminology in oral and written exchanges.
- d) Apply the basics of psychological writing format in a term paper as outlined.
- e) Demonstrate a familiarity with beginning literature research skills and resources by completing a term paper as outlined.
- f) Apply previously-learned skills in listening and responding to class discussions in order to promote enquiry and validation of different views.
- g) Distinguish between research findings and opinion in the field of child and adolescent development by accurate referencing of discussions and term paper comments.

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LEARNING RESOURCES

- a) Supplied by the College:
 - the Learning Resource Centre (including articles on reserve)
 - audio-visual resources
 - a copy of the APA reporting format
 - teaching, helping, and supporting
 - the Learning Assistance Centre

- b) Supplied by the student:
 - a. commitment to obtaining learning from the course and the effort required to do this

 - b. **TEXTS:** Each student must obtain a copy of each of the following (available in the College bookstore)
 - 1. Bibby, R. W. and Posterski, DC. (1992) Teen Trends: A Nation in Motion. Toronto: Irwin/Stoddart.
 - 2. Santrock, J. (1993) Children. Brown and Benchmark.
 - 3. Santrock, J. (1993). Student study guide for "Children". Brown and Benchmark.
 - 4. CACSW (1992). We're Here - Listen to Us.

* It is suggested by the instructor that books purchased from the College Bookstore be obtained quickly.

REQUIREMENTS FOR THE FINAL GRADE

- a) There will be two tests: one at mid-term and one near the end. Test items may cover all material studied to date, not just what was studied since the last test. Furthermore, test questions may require student to draw on major areas of study from HSC 104. Dates and further details to be provided in class. Refer to attached "testing policy".

- b) **Quizzes:** Four, spaced evenly throughout the term. Refer to the "testing policy" attached. 15% each - average of total for final grade.

- c) **Term Paper:** This is to be a research effort, on a topic of the student's choice. All topics must be approved by the instructor. The topic must relate to an aspect of child or adolescent development. This is to be a "thesis paper" (note outline attached).

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Term Paper cont'd

A minimum of ten references are required. Of these ten, five must date within the last ten years. References may be obtained from books and texts, research journals, professional or news magazines (eg. Psychology Today, Discover, MacLeans), or interviews. References are not permitted from newspapers, television, or radio, nor from popular magazines (e.g. Chatelaine, National Enquirer, etc.) nor from course notes. It is the student's responsibility to ensure the accuracy of references - if in doubt, contact the instructor.

The final report must be typed, double-spaced, with a 3 cm. (1 1/4") margin on both the left and right side of each page. There must be a separate cover page, noting the title of the paper, the date of submission, your name and the name of the course and instructor. There must also be a separate page noting table of contents. Reporting and referencing style must be according to APA format. If in doubt, contact the instructor. Plagiarism could result in a zero grade! Grammar and spelling should be carefully monitored. See outline attached.

Length: 1600-2000 words (Approximately 8-10 typewritten pages).

Due date: December 22, 1994.

Early reports will be accepted from two weeks prior to the deadline. It is suggested that two copies of the paper be submitted so that one copy can be returned with the instructor's comments on it. The instructor will, in all cases, keep a copy of your report. If one copy is submitted, a "comments" sheet may be returned to the student.

* A one-paragraph outline of the topic must be handed in to the instructor by September 21, 1994. These will be returned with comments and approval/recommendation for change. Topic duplication will be discouraged.

* There will be a sample paper on reserve in the Learning Resource Centre.

* Topic choices may be wide-ranging, from specific psychological issues to a review of literature on a topic or a famous personality in psychology. In approving the topic proposal, the instructor will be looking for originality and depth. The instructor will advise on the expansion or reduction of a topic idea.

d) Class Involvement: Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class. More than three classes missed may result in a grading penalty (at the instructor's discretion). The instructor pledges fair treatment of all students. The same is required of each student, toward fellow students and the instructor. Consistent commitment to the course will be noted and rewarded. This can only be done if the student is in class to demonstrate their participation.

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GRADING SUMMARY LETTER GRADE CALCULATIONS

Test #1	20%	90% + = A+
Test #2	25%	80-89 = A
Quizzes	20% (average of all quizzes)	70-79 = B
Term Paper	25%	60-69 = C
Involvement	10%	Less than 60% - R (Repeat of the course). *See note below
	100%	

Note: The minimum passing grade in this course is 60% overall, plus 60% in the two "tests" combined.

** Students will receive due notification in the event of change to this outline.

=Mdc Quiz and Test dates will be confirmed in class at least 1 week prior to the writing date for quizzes, and at least 2 weeks prior to the writing date for tests.

SPECIAL NOTE

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

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.