

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

COURSE OUTLINE

Course Title: CHILD AND ADOLESCENT DEVELOPMENT PART II

Course No.: HSC 203

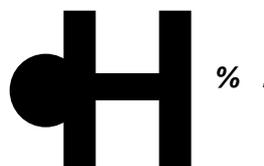
Program: **CHILD AND YOUTH WORKER**

Semester: THREE

Date: SEPTEMBER, 1996 PREVIOUS DATE, JANUARY 1995

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

APPROVED:
Dean, School of Human Sciences and
Teacher Education



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

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PREREQUISITE

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

1. COURSE DESCRIPTION

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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Upon successful completion of this course the student will demonstrate the ability to:

1. Promote overall well-being and facilitate positive change for children (from CYW CSAC Learning Outcome #2)

Elements of the Performance

- a. define and critique the concept of development and the methods for studying development
- b. explain, compare, contrast and apply selected theories of youth development
- c. describe and contrast the psychological, cognitive, physical and social developmental achievements of middle childhood and adolescence
- d. integrate wholistic application of child development
- e. analyze child development literature using such skills as: definition of terms, research validity

2. Communicate effectively in verbal, nonverbal and written forms which enhance the quality of service (CYW CSAC Learning Outcome #8)

Elements of the Performance

- a. define normative and individual development and explain the differences between the two terms
- b. define and apply selected vocabulary from the child development literature
- c. define and use the terms "assumption, inference and observation" and apply these terms in the analysis of child development literature
- d. complete observation reports and write inferential statements from the observations, and support these with reference to child development literature
- e. use American Psychological Association reporting format as required.

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3. Form professional relationships which enhance the quality of service for children, youth and their families (CSAC CYW Learning Outcome #5)

Elements of the performance

- a. apply previously learning skills in listening and responding to class discussions in order to promote enquiry and validation of different view, by interacting with others in the class discussions and study groups
4. Evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others (CSAC Generic Skills Outcome #8)

Elements of the Performance

- a. evaluate the validity and utility of information by applying critical thinking skills such as deductive reasoning and distinguishing between observation, inference and assumption and reflect this in accurate referencing and discussion
5. Perform ongoing self-assessment and self-care to promote awareness and enhance professional competence (CSAC CYW Learning Outcome #6)

Elements of the Performance

- a. demonstrate the ability to manage time and other resources by submitting a work plan for a term project assignment
- b. apply time management skills to ensure punctuality and regular attendance in class, in order to facilitate the group learning and discussion process

III. TOPICS

1. Methods of Studying Development
2. Theories of Development
3. the Nature of Development
4. Review of Infant and Early Childhood Development
5. Physical Development in later Childhood and Adolescence
6. Cognitive Development in later Childhood and Adolescence
7. Social/Emotional Development in later Childhood and Adolescence

IV. REQUIRED 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

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- 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. Holmes, J. and Silverman, E. (1992) *We're Here - Listen to Us*. Ottawa: CACSW (to be used in pairs - see below)
 2. Santrock, J. (1995) *Children*, 4th ed. Brown and Benchmark.
 3. Santrock, J. (1993). Student study guide for "Children". Brown and Benchmark.

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

V EVALUATION PROCESS/GRADING SYSTEM

- 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:** Two, spaced evenly throughout the term. Refer to the "testing policy" attached. 5% each.
- c) **Term Paper/Oral Summary (Group Project)**
 This project will be completed by students working in small groups (3 or 4). The final written report and oral summary will be submitted by the group, with evidence of the participation of all members. All members of the group will receive the same grade, unless the professor determines that there are circumstances which necessitate a differentiation of grades.

Each group will study the source titled "We're Here: Listen to Us". It will not be necessary for each member of the group to purchase this material, as long as everyone has equal access to it and has read it completely.

Each group will submit a report which summarizes "We're Here ..." and discusses its validity. Reports must show evidence of additional research on selected aspects of the book. Additional references (minimum of four) must be identified using **APA** format. Some examples might include "stress in the schools" or "outlook on the future" or "the influence of music/media", and so on. Further to this, the book focuses on adolescent females in Canada. Student reports will be expected to discuss the applicability of this material to adolescent males in Canada as well. Groups which offer personal opinions will be required to substantiate those opinions, especially if in conflict with research. Overall, students are expected to demonstrate a solid grasp of adolescent developmental issues.

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The four sources 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 movies 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 will result in a zero grade! Grammar and spelling should be carefully monitored. See outline attached.

Length: No more than 12 pages, typed and double spaced

Due date: TBA in first class

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 group.

* A 1/2 to 1 page outline of the topic must be handed in to the instructor by **(TBA)**. These will be returned with comments and approval/recommendation for change. Topic duplication will be discouraged. This outline must include a work plan - steps to completion of assignment and dates for completion of each step.

Oral Summary

Each group will present to the class an oral summary of their report. The presentation will be 20-30 minutes (points will be deducted if the presentation is more than two minutes under or over these limits). The presentation must include the use of at least one overhead transparency, plus additional media as the group finds useful. The presentation must include discussion with the audience.

This entire assignment is cross-referenced to the Group Dynamics course. Students taking Group Dynamics are advised to consult that course outline. Both professors are collaborating on this assignment. In this way the student's workload is lessened since the same project is applied in two courses.

For the Group Dynamics I component, each student is to write an analysis of the process the group went through to complete this assignment (refer to your Group Dynamics I course for more specific guidelines.) Additionally, each student is to submit a journal, which will include the number of times the group met, where, when, who was present and what they brought (resources, refreshments, etc.: personal views on the group process, focused on what they brought to the group, ie, not "pointing fingers", how did you support your group, or, how did you inhibit your group, a "self grade" for the group participation.

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This assignment will be discussed in each class. The two instructors will collaborate on the grading for this assignment.

Class Involvement: Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class. More than 9 hours (or parts thereof) 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 and commitment.

GRADING SUMMARY LETTER GRADE CALCULATIONS

Test #1	20%	90% + = A+
Test #2	25%	80-89 = A
		70-79 = B
Quizzes	15%	60-69 = C
Term Paper	20%	Less than 60% - R (Repeat of the
Oral Summary	10%	course).*See note below
Involvement	10%	
	<hr/>	
	100%	

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

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

•# 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.

COLLEGE GRADING POLICY

90 - 100% = A+

80 - 89% = A

70 - 79% = B

60 - 69% = C

BELOW 60% = R

SPECIAL NOTES

Special Needs

If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext 493, 717, 491 so that support services can be arranged for you.

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Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

ROUGH DRAFT TERM PAPER CHECKLIST

- i) Does the thesis statement or introductory statement **clearly** communicate the topic, focus and purpose of your paper? Is the organization structure of your paper stated in the introduction.
- ii) Does your paper reflect an awareness of your audience?
- iii) Is your paper within the minimum and maximum guidelines set by the teacher?
- iv) Does your paper have a logical organization pattern? Consider using sub-titles for papers longer than five pages.
- v) Is your thesis well supported by the main ideas of the paragraphs and do the paragraphs cover separate but related ideas?
- vi) Have you covered all the material indicated by your thesis or introductory statement?
- vii) Are the connections among your paragraphs clear. Have you cut-out all material that goes off topic?
- viii) Is the length of each paragraph in proportion to the whole paper and the length of the other paragraphs?
- ix) Does your conclusion or summary paragraph provide a sense of completion?

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TERM PAPER

		Approximate grading (up to...)
Introduction:	thesis statement or introductory statement(s) clearly indicate topic(s) and purpose of the paper	/ 5
Grammar <i>it</i> Spelling:	skillful use of sentence structure, avoidance of awkward, disjointed, fragmented, or run-on sentences, avoidance of spelling errors	/10
Organization:	logical, coherent, unified, suitable to purpose of essay, developed in an orderly fashion building to prove the thesis statement or to a conclusion	/10
Content:	consistent point(s) of view, present different sides if appropriate, specific, vivid, clear, recent literature cited, convincing, pertinent	/20
Conclusion	Including own views (supported) and final statements	/10
A.P.A. Style:	proper referencing, title page & reference list overall appearance	/ 5
Penalty for lateness:	2.5 marks per calendar day to a maximum of 3 calendar days - the paper will not be accepted after that date.	
TOTAL TERM PAPER MARK:		/60 worth 20% of final grade

FROM: INNOVATION ABSTRACTS

National Institute for Staff and Organizational Development
North American Consortium

Vol. HI, noT27

OF TESTS AND TECHNIQUES

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. Ready? Begin. And you're off! You feel nervous. You want to do well. You know 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.

There are essentially two types of tests: maximal performance tests and typical performance tests. Maximal performance tests (IQ 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 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.

You may have heard that you can study too much for a test. Not true! If it is possible to prepare for a test, do so. "Overlearning" raises scores and lowers 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.

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!

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.

Eliminate alternatives. In a multiple choice test with four options, if you eliminate any two of the four answers your chances of choosing correctly are 50/50. 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. Most authors tend to make correct answers the longest.

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.

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.

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.

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.

Skip items you are not sure of. If you've seen the material before, but don'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.

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.

Read the questions carefully. On essay tests, note key words such as compare, contrast, discuss, analyze, define, and describe. Do exactly what the question is! Be direct. If you are unsure of a response to an essay question, rambling on can 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

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 should attend classes; but that is where their knowledge begins and ends.

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 behaviour 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 (and 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

TESTING POLICY

SCHOOL OF HUMAN SCIENCES AND TEACHER EDUCATION

Effective November 1,1993

All students are responsible for completing assigned tests on the date scheduled either on course outline or through notification by course Professor.

Should a student be unable to write a test on the date assigned, the following procedure must be followed:

1. Student must provide the Professor with advanced notice, in writing, of need to miss a test.
2. Student will require documentation to support the excused absence, ie:
 - . Doctor's note
 - . Notice of meeting

Copies of all documentation will be kept on file

3. All decisions regarding rescheduling of tests are at the discretion of the Professor.
4. Student is responsible to make arrangements, immediately upon their return to the College, with course Professor for make-up of missed test prior to next scheduled class for the course in question.
5. In the event of an emergency, on the day of the test, students will require documentation to support absence, and must call in to identify absence.

The College now has a 24-hour Electronic Voice Mail System. 759-2554.

Failure to comply with this policy will result in a zero grade being recorded for the missed test.

Sault College 24-Hour Phone Number: 759-2554

Course	Instructor	Office #	Extension #
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RESEARCH REPORT - 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

For Example:

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.

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, MO: Author.

(available in Sault College Library)

FORMAT GUIDELINES

Books:

- * **All Sources are listed alphabetically.**

Brown, P.W. (1982). Contemporary trends in housing. New York: 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.**

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, W. *it* Stadler, M.P. (1982, June). New ways to control home heat loss. Architectural Review, 25(6), 12-17.

volume/edition(when provided)

Koski, W. & Stadler, M.P. (1983, Spring). Geothermal heat pumps. Canadian Housing 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 subject 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.

Personal Interview:

Wing, B. Personal Interview. February 20, 1984.

- * **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, 1983.

Telephone Interview:

Lambert Lawrence. Telephone Interview. January 12, 1984.

Newspaper Article:

Talbert, B. (1978, January 10). Why are we in such a downer? Detroit Free 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 on months when using APA style.