

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

COURSE OUTLINE

Course Title: PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE PART II

Course No.: PSY 108-3

Program: CHILD AND YOUTH WORKER

Semester: TWO

Date: FEBRUARY 1990

Author: JEFFREY ARBUS, CCW, M.A.

NEW:

REVISION:

APPROVED: *JLDJUA*<gfew

DATE: & //M

Psychology of Childhood & Adolescence II (PSY 108-3)

Instructor: J. Arbus

Phone: 759-6774 ext. 546

Time: Wednesdays 13:30-16:30

Start Date: February 7, 1990

PREREQUISITE

Psychology of Childhood and Adolescence I (PSY 106) or permission of instructor.

PURPOSE OF COURSE

This course is a follow-up to PSY 106-3. 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 through the various stages. 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 examined.

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.

OBJECTIVES

- a) For the student 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 field of Child and Youth Work.
- b) To demonstrate a theoretical and practical understanding of the changes 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) For the student to learn and utilize basic psychological terminology.
- d) For students to learn and apply the basics of psychological writing format.
- e) For all to work together to make this course a rewarding and enjoyable experience.

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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
- b) Supplied by the student:
- commitment to obtaining learning from the course and the effort required to do this
 - **TEXTS**; Each student must obtain a copy of each of the following (available in the College bookstore)
Bibby, R. W. and Posterski, D.C. The Emerging Generation: An Inside Look at Canada's Teenagers. (1985). Toronto: Irwin.

Santrock, J.W. and Yussen, S.R., Children and Adolescents, Toronto: W.C. Brown, 1984.

Walraven, M. Student Study Guide for Children and Adolescents, Toronto: W.C. Brown 1984.

American Psychiatric Association, Psychiatric Glossary, 1984

* 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 three tests: They will be spaced evenly throughout the course. Test items will 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 PSY 106. Dates and further details to be provided in class. There will be no re-writes of tests in this course, except under extreme circumstances. Alternate dates for writing a test may be considered, under extenuating circumstances.
- b) 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.

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A minimum of ten references are required. Of these ten, five must date within the last seven 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.

Length: 1800 words minimum. (Approximately 8-10 typewritten pages).

Due date: 13:30 h. on Wednesday, May 16, 1990.

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-page outline of the topic must be handed in to the instructor on February 14, 1990. 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 written for young people. 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.

- c) Quizzes: Three, spaced evenly throughout the term. Alternate dates for writing a quiz will be permitted if the absence is justified, in the instructor's opinion. Rewrites are not permitted.

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- d) **Class Involvement:** Participation, preparation, all readings completed, satisfactory completion of weekly assignments, mature involvement in class. Classes missed beyond this minimum 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 rewarded if the student is in class to demonstrate their participation.

GRADING SUMMARY

Test #1	20%
Test #2	20%
Test #3	25%
Quizzes	10% (total of all quizzes)
Term Paper	20%
Involvement	5%
	100%

LETTER GRADE CALCULATIONS

90% +	= A+
80-89	= A
70-79	= B
60-69	= C
Less than 60%	- R (Repeat of the course).

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