

r

M^^

(364)

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

COURSE OUTLINE

Course Titles PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE PART II

Course No.is;v PSY 10\$-3«

Program: CHILD AND YOUTH WORKER

Semester: ^ 5y • T W O _*''>»>

kite: JANUARY, 1993 PREVIOUS DATE, JANUARY 1992

f JEFFREY ARBUS, CCW, M.A.

Author:

NEW.: REVISION: X

APPROVED: KittyfDeRosariov Dean
Human Sciences ^ieacher Education

C J 9 9 3
DATE **t**

«!»****

4

kLf -3 f.: •Ui-

|

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

ft¹ Instructor: J. Arbus

hone: 759-6774 ext. 546 Time:

W Start Date: January 1993

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. As well, continued study of psychological theory, method and vocabulary will be presented.

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 to the field of Child and Youth Work.
- b) To demonstrate 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) 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 students to demonstrate a familiarity with beginning literature research skills and resources.
- 0 For all to work together to make this course a rewarding and enjoyable experience.

Psychology of Childhood & Adolescence II (PSY 108-3)
instructor: J. Arbus

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, D.C. (1985) The Emerging Generation: An Inside Look at Canada's Teenagers. Toronto: Irwin.
 - 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, 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 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 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. Alternate dates must be made within 3 school days from the scheduled test date.
- b) **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. The total score of all "quizzes" is reduced to score out of 10 for final grade purposes.
- 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.

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

Instructor: J. Arbus

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.

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

Up to 10% of the grade for this paper will be affected by spelling, grammar, and the overall appearance of the paper.

Due date: To Be Announced

- „ 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 by January 21, 1993. 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 (as assigned by the instructor). 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.

Psychology of Childhood and Adolescence II (PSY 108-3)
 Instructor: J. Arbus

term Paper cont'd

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 rewarded if the student is in class to demonstrate their participation.

GRADING SUMMARY

LETTER GRADE CALCULATIONS

Test #1	20%	90% + = A +
Test #2	20%	80-89 = A
Test #3	20%	70-79 = B
Quizzes	10% (total of all quizzes)	60-69 = C
Term Paper	20%	Less than 60% - R (Repeat of the
Involvement	10%	course).*See note below
	TOD%	

Note: The minimum passing grade in this course is 60% overall, plus 60% in the three "tests" 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 2 weeks prior to the writing date.

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.

FROM: INNOVATION ABSTRACTS
National Institute for Staff and Organizational Development
North American Consortium
Vol. III, no. 27 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.

**From: INNOVATION ABSTRACTS
VOLX NO. 17**

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

1. 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.
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 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.
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 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.
10. Do not change your answers on multiple choice tests unless you are **very** certain 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, 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 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

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.

- j * **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.

- l
j * **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.**

◀◀ anden, J.D. (1983). Passive solar design principles. In R.G. Schmidt & P.D. HoUinger (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. & Stadler, M.P. (1982, June). New ways to control home heat loss. Architctural 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

^^iun 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.