

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: CHILD AND ADOLESCENT DEVELOPMENT

Code No.: PSY 106

Semester: VARIOUS

Program: GAS, LIBERAL STUDIES

Professor: Gerry Page

Faculty e-mail: [gerry.page@saultc.on.ca](mailto:gerry.page@saultc.on.ca)

Date: \_\_\_\_\_ Previous Outline Dated: NA

Approved: \_\_\_\_\_  
Dean Date

Total Credits: 3

Prerequisite(s): PSY 102

Length of Course: 16 weeks Total Credit Hours: 48 hrs

**Copyright © 2003 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact the Dean of Health and Human Services at (705) 759-2554, Ext.603/689*

**I. COURSE DESCRIPTION:**

Human psychological development from birth to adolescence will be studied with an emphasis on developmental changes occurring during early childhood through to adolescence. Physical, cognitive and socioemotional development will be studied with consideration of the genetic and environmental influences on human behaviour.

**II LEARNING OUTCOMES:**

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

1. *Describe what is meant by developmental change and discuss generally ways in which developmental changes can occur.*

**Elements of Performance:**

- Describe what development is, the causes of development, the goals of developmentalists and distinguish between normative development and ideographic development
- Discuss and describe the history of the concept of childhood
- Compare and contrast the various developmental theories, i.e., psychoanalytical, behaviourism, and cognitive developmental theories
- Review the research methods utilized by developmental psychologist

2. *Examine and explain the foundations of development.*

**Elements of Performance:**

- Describe the process of conception.
- Define and explain what is meant by genotypes, phenotypes, and examine patterns of inheritance
- Explain how an individual's sex is determined.
- Explain what is meant by dominant and recessive genes, and examine how genetic patterns are transmitted
- Identify the various pre-natal stages of development
- Identify some of the major genetic disorders and their causes
- Discuss the role of heredity and the environment as it relates to intelligence, personality, and mental illness.

3. *Identify and examine physical and cognitive development in infancy.*

**Elements of performance:**

- Describe the development of the brain and nervous system as it relates to synaptic development, reflexes, sensory abilities and behavioural states.
- Describe the cognitive changes associated with infancy according to Piaget's view and examine the challenges to Piaget's view.
- Describe the stages of language acquisition.

**4. *Describe the factors related to the social and personality development in infancy.***

**Elements of performance:**

- Compare the major theories of social and personality development.
- Define what is meant by attachment and examine the long term consequences of attachment as it relates to the child's social and personality development
- Define what is meant by temperament and self concept and their effects on personality development
- Describe the effects on non-parental care versus parental care and the effects on cognitive development and peer relationship.
- Describe the impact caregiver's can have on attachment and examine compare the cross-cultural research on secure and insecure attachment.

**5. *Identify and examine physical and cognitive development in early and middle childhood.***

**Elements of performance:**

- Describe the physical changes in early and middle childhood as it relates growth and motor development, brain and nervous system, health and the effects of maltreatment.
- Examine and describe the effects of TV and video games on children.
- Discuss Piagetian theory as it relates to the child's cognitive processes and the challenges to this theory.
- Identifies the cognitive changes as it relates to language and intelligence, including sex and cross-cultural differences.
- Describe the usefulness and limitations of IQ test.
- Examine the evidence that support the nature and nurture explanations for differences in IQ.
- Describe individual and group differences of middle age children as it relates to learning disabilities, and special education issues and practices in Canada.

**6. *Describe the factors related to social and personality development in early and middle childhood.***

**Elements of performance:**

- Review basic theories of social and personality development, i.e., psychoanalytical, social-cognitive perspectives as they relate to early and middle childhood.
- Describe the dimensions of moral development, including moral emotions, and moral reasoning
- Examine the effects of attachment, parenting styles, ethnicity, socio-economic status and on social and personality development.
- Describe the affects of family structure and divorce and parental aggression on the child's development.
- Describe the impact of play and peers on social and personal development.
- Identify the big five personality traits describe the concept of self
- Explain the concept of gender and sex-role development and define what is meant by gender identity, gender stability, and gender constancy.

**7. Describe the physical and cognitive development changes in adolescence.**

**Elements of performance:**

- Describe the physical changes in adolescence with reference to the endocrine and reproductive changes, timing of puberty and other body systems.
- Identify some of the major health issues facing adolescents, including risks associated with sexual behaviour and teenage pregnancy.
- Identify and describe risky behaviour associated with adolescence.
- Examine the gender differences in academic achievement, school dropout and the effects employment has on teens.

**8. Describe the factors related to social and personality development in adolescence.**

**Elements of performance:**

- Review basic theories of social and personality development, i.e., psychoanalytical, social-cognitive perspectives as they relate to adolescence.
- Describe Marcia's theory of identity achievement.
- Compare how self-understanding in adolescence differs from that of childhood.
- Describe how self-esteem changes across the teenage years.
- Examine how minority teenagers develop an ethnic identity.
- Examine the interaction between parenthood and adolescence as it relates to conflict, parenting styles and family structure.
- Describe the impact of play and peers on social and personal development during adolescence.
- Describe the unique challenges faced by teenagers who are homosexual.
- Identify the main features of moral reasoning at each of Kohlberg's stages and the criticism related to his theories.

**Textbook to be used:**

Lifespan Development, Canadian Edition (2003) Pub. Co. Allyn & Bacon  
By: Helen Bee, Denise Boyd, Paul Johnson

**Syllabus:**

**Week 1**

**Read Chapter(s) 1 & 2**

- Basic concepts and research methods and theories of development

**Week 2**

**Read Chapter(s) 3**

- Test #1
- Prenatal development and birth

**Week 3**

- Test #2
- Physical and cognitive development in infancy

**Read Chapter(s) 4 & 5**

**Week 4**

- Test #3
- Social and personality development in infancy

**Read Chapter(s) 6**

**Week 5**

- Test #4
- Physical and cognitive development in early childhood

**Read Chapter(s) 7**

**Week 6 & 7**

- Test #5
- Social and personality in early childhood

**Read Chapter(s) 8**

**Week 8 & 9**

- Test 6
- Physical and cognitive changes in middle childhood

**Read Chapter(s) 9**

**Week 10 & 11**

- Test 7
- Social and personality development in middle childhood

**Read Chapter(s) 10**

**Week 12 & 13**

- Test #8
- Physical and cognitive development in adolescence

**Read Chapter(s) 11**

**Week 14**

- Test 9
- Social and personality disorder in adolescence

**Read Chapter(s) 12**

**Week 15**

- Review
- Final Exam

**Evaluation:**

Students will be given 9 tests, a final exam, and an assignment with a choice between an essay or project. The best of 8 of the 9 tests will be counted towards your final grade. All students must write the final exam. Each test and exam will be worth the following. Tests will consist of a combination or recognition and recall tests. The essay or project outline will be given in class in during week 3 and will be due by week 9 and no later. Late assignments will not be accepted.

Tests 8	=	65%
Final Exam	=	20%
Project/Essay	=	<u>15%</u>
Total	=	100%

Grading is as follows:	A+	=	90% to 100%
	A	=	89% to 89%
	B	=	70% to 79%
	C	=	60% to 69%
	F	=	less than 60%

Please review the College calendar for other related grading policies.

**SPECIAL NOTES:**

**TEST AND EXAM POLICY:**

If a student is unable to write a test due to a **verifiable serious illness or circumstance**, s/he is obligated to contact the instructor in person or in writing "**prior**" to test time. The instructor will determine if the student is allowed to write a supplemental test at a later date. If the student cannot make contact with the instructor in person, s/he is to ***call the teacher*** at the telephone number indicated on the cover page of this course outline. Failure to do so will result in an automatic "0" grade.

**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit the Special Needs office \_\_\_\_\_ so that support services can be arranged for you.

**Plagiarism:**

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material

**Course outline amendments:**

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

**CELL PHONE AND ELECTRONIC DEVICES POLICY: NO CELL PHONES, CD PLAYERS, MP3 PLAYERS, CASSETTE PLAYERS ETC., ARE ALLOWED IN THE CLASS DURING EXAMS OR TESTS. CELL PHONES AND OTHER ELECTRONIC DEVICES MUST BE TURNED OFF AT ALL OTHER TIMES.**