

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Child and Adolescent Development  
**CODE NO. :** PSY 106 **SEMESTER:** Various  
**PROGRAM:** General Arts and Sciences  
**AUTHOR:** Social Science Department  
**DATE:** Jan. 2008 **PREVIOUS OUTLINE DATED:** Sept. 2007  
**APPROVED:**

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**CHAIR, COMMUNITY SERVICES**

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**DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** PSY 102  
**HOURS/WEEK:** 3 H/W

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**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.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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.\*1\*2

Potential Elements of the 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 and concept of childhood
- Compare and contrast various developmental theories \*2
- Review the research methods utilized by developmental psychologists.

2. Examine the Hereditary Influences on Development\*3

Potential Elements of the Performance:

- Describe hereditary transmission
- Identify hereditary disorders
- Explain the differences between hereditary and environmental influences on development

3. Prenatal Development, Birth and Newborns' Readiness for Life\*4

Potential Elements of the Performance:

- Describe the three stages of prenatal development
- Examine childbirth
- Identify and describe infant states and changes as the infant develops

4. The Physical self: Development of the Brain, the Body , and Motor Skills \*5

Potential Elements of the Performance:

- Outline the patterns of maturation and growth from infancy to adolescence
- Describe the development of the brain
- Describe the developmental changes that occur during motor development
- Discuss the reactions of adolescents to puberty

5. Cognitive Development  
Potential Elements of the Performance:  
Early Cognitive Development\*6
- Compare enrichment vs. differentiation theories
  - Describe infant sensory capabilities
  - Describe infant perception development
  - Identify the components of learning
- Cognitive theories and viewpoints \*7
- Describe Piaget's theory of cognitive development
  - Describe Case's neo-Piagetian theory
  - Outline Vygotsky's Socio-Cultural Perspective
- Cognitive Development \*8
- Discuss the basic assumptions of information processing theories
  - Outline the developmental changes that occur with information processing
  - Describe the developmental differences in the ability to problem solve and reason
- Intelligence\*9
- Outline factors that influence Intelligence
  - Distinguish between fluid and crystallized intelligence
  - Discuss creativity - convergent and divergent thinking
- Language Acquisition\*10
- Differentiate between the language components
  - Summarize the theories of language acquisition
  - Outline the developmental periods of language acquisition
6. Emotional Development, Development of Self and Social Cognition \*11 \*12  
Potential Elements of the Performance:
- Explain emotional development
  - Identify five components of temperament
  - Describe the characteristics of emotional attachments
  - Identify the four phases of attachment
  - Discuss some long term correlates of both secure and insecure attachments
  - Trace the development of self-concept
  - Discuss the factors that influence self-esteem
  - Explain what is meant by compliance and non-compliance
  - Discuss the factors that influence motivation and self-concept/identity
  - Discuss the development of social cognition

**III. TOPICS:**

1. Basic Concepts of Developmental Change
2. Hereditary Influences on Development
3. Pre-Natal, Birth and Newborn Development
4. The Development of the Physical Self
5. Cognitive Development -(Language Acquisition, Intelligence)
6. Emotional Development, Self-Concept development and Social Cognition

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Developmental Psychology, Childhood and Adolescence, 2nd Canadian Edition  
(2005) Pub. Co. Thomson Canada Ltd. By: D. R. Shaffer, E. Wood, T. Willoughby

**V. EVALUATION PROCESS/GRADING SYSTEM:**

*Tests* 7 = 70  
*Assignments* = 30

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool. ( *note: not all courses have adopted this channel.* )

### 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.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.