



CHRISTIAN HERITAGE COLLEGE

YO121

UNDERSTANDING YOUNG PEOPLE

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit Name	Understanding Young People
Unit Code	YO121
Award	Diploma of Social Science Bachelor of Social Science
Credit Points	10
Core/Elective	Elective
Pre/co-requisites	Nil
Incompatible	HB121 Human Development
Modes	Internal External
Delivery/Contact hrs	<p><i>Internal</i></p> <p>Lectures and Tutorials 39 hours Reading, study and preparation for lectures 39 hours Assignment preparation 52 hours TOTAL 130 hours</p> <p><i>External</i></p> <p>Engagement with study materials 78 hours Assignment preparation 52 hours TOTAL 130 hours</p>
Teaching Staff	Catherine McIntyre
Unit Rationale	<p>In order to understand young people, it is important to be aware of both the developmental stages and the social contexts and environments which shape the lives and behaviours of young people.</p> <p>This unit is intended to provide a foundational understanding of young people from the perspective of both developmental psychology and sociological theory.</p>

Learning Outcomes:

On completion of this unit of study, students will have provided evidence that they have:
<ol style="list-style-type: none"> 1. Applied developmental theory to the growth of children and adolescents; 2. Demonstrated knowledge of key theories of human development, and evaluated these in relation to a Biblical view of the whole person; 3. Applied one or more theories of development to the student's own stage of development and individual differences; 4. Understood the processes and events that influence both development and individual differences amongst young people; 5. Developed an awareness of approaches to observation, interpretation and evaluation of developmental processes; 6. Applied developmental theory to youth work practice; 7. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

Content:

No.	Topic
1	Introduction to human development
2	Infant
3	Preschool
4	Middle childhood
5	Middle childhood
6	Adolescence – physical development
7	Adolescence – social and emotional development
8	Adolescence – Piaget
9	Adolescence – Erikson
10	Adolescence – Kohlberg
11	Adolescence – Fowler
12	Early adult
13	Middle adult, old age

Set Text Requirements:

Peterson, C. (2004). *Looking forward through the lifespan* (4th ed.). Sydney: Prentice Hall.
The Holy Bible: New King James Version. (1982). Nashville, TN: Thomas Nelson.

Recommended Readings:

Adams, G. (Ed.). (2000). *Adolescent development: The essential readings*. Blackwell.
 Benson, K. & Pittman, K. J. (Eds.). (2001). *Trends in youth development: Visions, realities and challenges*. Boston, MA: Kluwer.
 Coleman, J. & Hendry, L. (2009). *The nature of adolescence* (4th ed.). Routledge.
 Johnson, N. J., Roberts, M. C. & Worell, J. (Eds.). (2001). *Beyond appearance: A new look at adolescent girls*. Washington DC: American Psychological Association.
 Rice, F. P. (2005). *The adolescent: Development, relationships and culture* (10th ed.). Boston, MA: Allyn & Bacon.
 Shaffer, D. R. (2000). *Development psychology: Childhood and adolescence*. Belmont, CA: Wadsworth Thompson Learning.
 Slee, P. T. (2002). *Child, adolescent and family development*. Cambridge, NY: Cambridge University Press.
 Steinberg, L. D. (2002). *Adolescence*. Boston, MA: McGraw-Hill.

Journals

Australian Journal of Educational and Developmental Psychology
Journal of Counselling and Development;
Cognitive Development
Youth Studies Australia
Journal of Youth Studies

Assessment:

80% attendance at scheduled classes and regular participation in the forum discussions on the unit's Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

Before working with young people under the age of 18 years, students will need to demonstrate their possession of a Blue Card issued by the Commission for Children and Young People and Child Guardian of the Queensland Government, or equivalent, and gain written permission of the young person's legal guardian.

Assessment Item	Topic/s	Learning Outcomes assessed	Week Due	Weighting
Report 1350 words	Use your own life story to discuss the stages of Erikson's psychosocial development. For each of the life stages, compare and contrast Erikson's proposed challenges with the events of your own life. For each of the stages not yet reached, discuss what you envisage lying before you.	1, 2, 3, 7	Week 4	30%
Interview and Report 1350 words	Choose a theory of moral, social or self-concept development. Develop a series of interview questions which will highlight understanding or behaviour at different age levels within the theory. Use the children's/teenagers' answers to identify their level of development in comparison with expectations from the theory. Report the major outcomes of the interview and explain how these outcomes are similar or different from the outcomes expected from an understanding of the theory.	1, 2, 4, 5, 7	Week 8	30%
Essay 1800 words	Choose one theoretical model not covered by previous assessment (eg spiritual development, gender, moral, cognitive, epistemological). Comment on how the stages of development in that area may influence a person's growth and struggle. List the issues that might be faced at different stages of development during childhood and adolescence Suggest how a youth worker might respond to young people in these stages of growth.	1, 2, 6, 7	Week14	40%