ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Nursing

COURSE: ALH 1002 Human Growth and Development

Date: Spring 2023

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:
Prerequisite(s): None

Enrollment by assessment or other measure? ☐ Yes ☒ No
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: ☐ Yes ☒ No

Delivery Method: ☒ **Lecture** 3 **Contact Hours** (1 contact = 1 credit hour)
☐ **Seminar** 0 **Contact Hours** (1 contact = 1 credit hour)
☐ **Lab** 0 **Contact Hours** (2-3 contact = 1 credit hour)
☐ **Clinical** 0 **Contact Hours** (3 contact = 1 credit hour)

Offered: ☒ **Fall** ☒ **Spring** ☒ **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
This course is a study of human growth and developmental processes as they relate to physical, cognitive, emotional, social and moral development throughout the life span (conception through death). Health promotion and maintenance measures for each stage of development are introduced within the context of the family including the social and cultural aspects.

ACCREDITATION STATEMENTS AND COURSE NOTES:
Students must earn a C or better in this class for it to count as part of an IVCC transfer degree and/or as a course accepted by an IAI institution. *Any nursing student or pre-nursing student must attain a C in this course for it to be applied as credit in the IVCC's nursing program.*

Grading Scale: The standard College grading scale is used

COURSE TOPICS AND CONTENT REQUIREMENTS:
PART I: The Beginnings
    The Science of Human Development
    Theories
    The New Genetics
    Prenatal Development and Birth
PART II: The First Two Years
    The First Two Years: Biosocial Development
    The First Two Years: Cognitive Development
    The First Two Years: Psychosocial Development
PART III: Early Childhood
    Early Childhood: Biosocial Development
    Early Childhood: Cognitive Development
    Early Childhood: Psychosocial Development
PART IV: Middle Childhood
    Middle Childhood: Biosocial Development
    Middle Childhood: Cognitive Development
    Middle Childhood: The Social World
PART V: Adolescence
    Adolescence: Biosocial Development
    Adolescence: Cognitive Development
    Adolescence: Psychosocial Development
PART VI: Emerging Adulthood
    Emerging Adulthood: Biosocial Development
    Emerging Adulthood: Cognitive Development
    Emerging Adulthood: Psychosocial Development
PART VII: Adulthood
    Adulthood: Biosocial Development
    Adulthood: Cognitive Development
    Adulthood: Psychosocial Development
PART VIII: Late Adulthood
    Late Adulthood: Biosocial Development
    Late Adulthood: Cognitive Development
    Late Adulthood: Psychosocial Development
EPILOGUE: Death and Dying

INSTRUCTIONAL METHODS:
1. Lecture
2. Discussion/Discussion board
3. Instructional media, audio/video
4. Reading

EVALUATION OF STUDENT ACHIEVEMENT:
1. Exams
2. Discussion Boards
3. Quizzes/Adaptive Quizzes
4. Handouts/Chapter Reviews

INSTRUCTIONAL MATERIALS:
Textbooks
Berger, Kathleen Stassen, _The Developing Person Through the Life Span,11_th edition.
 Worth Publishers, 2020. _This is e-book format_ with inclusive access.

Resources
MacMillan LaunchPad interactive online resource program, this is with inclusive access.

LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes
☐ 1) Communication – to communicate effectively;
☐ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical
 reasoning to formulate a judgement or conclusion;
☒ 3) Social Consciousness – to understand what it means to be a socially conscious
 person, locally and globally;
☐ 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies
1. Describe development - including biosocial, cognitive, and psychosocial- as an
 ongoing set of processes, involving both continuity and change.
    1.1. Identify five characteristics of the life-span perspective.
    1.2. Identify and describe the three domains of human development.
    1.3. Discuss the three broad contexts that affect development throughout the
     lifespan.
    1.4. Describe the process of conception and the first hours of development of the
     zygote.
    1.5. Identify the mechanisms of heredity and explain how sex is determined.
    1.6. Discuss genetic continuity and diversity, and distinguish between monozygotic
     and dizygotic twins.
    1.7. Differentiate genotype from phenotype, and explain the polygenic and
     multifactorial nature of human traits.
    1.8. Identify some environmental variables that affect genetic inheritance.
    1.9. Describe the most common chromosomal abnormalities and genetic disorders.
    1.10. Describe four situations in which couples should seek genetic testing and
     counseling.
    1.11. Describe the significant developments that occur during the germinal period,
     the period of the embryo, and the period of the fetus.
    1.12. Identify several teratogens, describe their effect on the developing embryo or
     fetus; and explain what can be done to reduce the risks posed by these
     teratogens.

1.13. Distinguish among low-birth weight, preterm, and small-for-gestational age infants, and identify the causes of low-birth weight.

1.14. Describe the test used to assess the newborn's condition at birth.

1.15. Discuss the importance of medical attention at birth and the question of medical intervention.

1.16. Describe the size and proportion of an infant's body, including how they change during the first 2 years and how they compare with those of an adult.

1.17. Identify risk factors and prevention measures for injury throughout the life span.

1.18. Describe the motor, sensation, perceptual, memory, language, behavioral, emotional, and sexual development throughout the life span.

1.19. Describe the nutritional needs between the newborn and older adult and common nutritional problems.

2. Analyze different developmental events from the perspectives of the major theories of development and recognize those theories when used by others to analyze events.

2.1. Describe how developmental theories help explain human behavior and development, noting differences among grand theories, mini-theories, and emergent theories.

2.2. Discuss the major focus of psychoanalytic theories, and describe the conflicts that occur during Freud's psychosexual stages.

2.3. Discuss the crises of Erikson's theory of psychosocial development, and contrast them with Freud's stages.

2.4. Discuss the major focus of learning theories, and explain the basic principles of classical and operant conditioning.

2.5. Discuss social learning theory as an extension of the learning theory.

2.6. Identify the prime focus of cognitive theory, and briefly describe Piaget's periods of cognitive development.

2.7. Identify the major criticisms and contributions of each of the grand theories of development.

2.8. Discuss the ideas of Vygotsky and the sociocultural theory of development.

2.9. Discuss two theories of multiple intelligences, and discuss their implications for intelligence testing.

2.10. Outline theories of moral development.

2.11. Explain self-theories and stratification theories of psychosocial development during late adulthood.

3. Recall important developmental concepts and be able to recognize and apply them to various situations.

3.1 Explain the concept of parent-newborn bonding and what research has shown regarding bonding in humans.

3.2 Explain the Gibson's contextual view of perception, and discuss the idea of affordances.

3.3 Discuss the concept of social referencing.

3.4 Describe four categories of adult attachments, and discuss how each affects the child's attachment to the parent.

3.5 Explain how achievement and aptitude tests are used in evaluating individual differences in cognitive growth.
3.6 Explain how children's theory of mind and emotional understanding evolve during middle childhood.
3.7 Explain Carol Gilligan's view of how moral reasoning changes during adulthood.
3.8 Identify Sternberg's three components of love and discuss the pattern by which they develop in relationships.
3.9 Discuss the impact of divorce, remarriage, and stress on families.
3.10 Explain how and why context and cohort affect development
3.11 Define ageism and discuss some of the factors that contribute to ageism.

4. Explain how research contributes to the understanding of development.
    4.1 List and describe the basic steps of the scientific method.
    4.2 Describe scientific observation, experiments, surveys, and case studies as research strategies.
    4.3 Describe three basic research designs used by developmental psychologists.
    4.4 Summarize some of the ethical issues involved in conduction research with human subjects.