COURSE OUTLINE

DIVISION: Health Professions

COURSE: ALH 1002 Human Growth and Development for Health Workers

Date: 2009

Credit Hours: 3

Prerequisite(s): None

Delivery Method: Lecture 3 Contact Hours (1 contact = 1 credit hour)

Instructor

Tom Hepburn, MS RN

Instructor’s E-mail

thepburn@ivcc.edu

E-mail is required for any type of Correspondence—missing class or an exam

Offered: Fall Spring Summer

IAI Equivalent – Only for Transfer Courses-go to http://www.itransfer.org:

CATALOG DESCRIPTION:

This course is a study of human growth and development 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 social and cultural aspects.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

☒ To apply analytical and problem solving skills to personal, social and professional issues and situations.
☒ To communicate orally and in writing, socially and interpersonally.
To develop an awareness of the contributions made to civilization by the diverse cultures of the world.

To understand and use contemporary technology effectively and to understand its impact on the individual and society.

To work and study effectively both individually and in collaboration with others.

To understand what it means to act ethically and responsibly as an individual in one’s career and as a member of society.

To develop and maintain a healthy lifestyle physically, mentally, and spiritually.

To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

Upon completion of the course, the student will be able to:

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 life span.
   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 monzygotic 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. Describe four situations in which couples should seek genetic testing and counseling.
   1.10 Describe the significant developments that occur during the germinal period, the period of the embryo, and the period of the fetus.
   1.11 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.
   1.12 Distinguish among low-birth weight, preterm, and small-for-gestational age infants, and identify the causes of low-birth weight.
   1.13 Describe the test used to assess the newborn’s condition at birth.
   1.14 Discuss the importance of medical attention at birth and the question of medical intervention.
   1.15 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.
   1.16 Identify risk factors and prevention measures for injury throughout the life span.
1.17 Describe the motor, sensation, perceptual, memory, language, behavioral, emotional, and sexual development throughout the life span.

1.18 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, minitheories, 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.
   2.10 Discuss two theories of multiple intelligences, and discuss their implications for intelligence testing.
   2.11 Outline theories of moral development.
   2.12 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.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Part 1: The Beginnings
   Introduction
   Theories of Development
   Heredity and Environment
   Prenatal Development and Birth

Part 2: The First Two Years: Infants and Toddlers
   Biosocial Development
   Cognitive Development
   Psychosocial Development

Part 3: The Play Years
   Biosocial Development
   Cognitive Development
   Psychosocial Development

Part 4: The School Years
   Biosocial Development
   Cognitive Development
   Psychosocial Development

Part 5: Adolescence
   Biosocial Development
   Cognitive Development
   Cognitive & Psychosocial Development

Part 6: Emerging Adulthood
   Biosocial Development
   Cognitive Development
   Psychosocial Development

Part 7: Adulthood
   Biosocial Development
   Cognitive Development
   Psychosocial Development

Part 8: Late Adulthood
   Biosocial Development
   Cognitive Development
   Psychosocial Development
Epilogue: Death and Dying-Hospice

INSTRUCTIONAL METHODS:

Lecture: Power Point and class activities/projects in class.
Small group exercises and class discussion—participation is an expectation
Tests/quizzes (raw points): Points earned divided by points possible=% grade
Guest speakers when possible and when they are available
Seminars at the college or in the community when possible

INSTRUCTIONAL MATERIALS:

Handouts/Study guides
Videotapes and DVDs
Audiovisual aids
Instructional aids (small groups)
Lecture/PowerPoint
Quizzes: They are unannounced and may not be made up if missed—if you are late to class, you will NOT be allowed to take the quiz—no exceptions!

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1. Readings: You are expected to read and study the assigned material in the text. You are accountable for reading the material in the assigned chapters. Everything is testable from the assigned readings. Information in the chapters not covered in lecture is testable. The study guides will provide a guideline on how to prepare for the exams, and they will assist you in preparation for them. They have been appreciated by students in the past. I would suggest that you use the guide. Five exams will be administered on dates to be announced at the first class session. Dates for the exams may be moved at the discretion of the instructor.

In general, all exams are not cumulative. Exams cover only the material since the previous exam. There will be times when we have guest speakers rather than lecture from the assigned chapters. Information presented by guest lecturer(s) is testable.

YOU will be required to read the chapters and know the material from the text when we have guest speakers. Guest speakers I have used in the past have expertise in their field/profession. Having a guest speaker is not an excuse for not knowing or reading the material covered in the assigned chapters from the text when they are here. You are still responsible for knowing the content of the chapters on those nights. I most likely will not cover material from the chapters on the nights we have speakers. Complete the study guide questions on the assigned chapters and you should be prepared for the exams. You will learn much from guest speakers, and they have been a valuable asset to my classes in the past. The same is true when we have DVDs that take up the entire class night with activities/discussions. You will be required to know/read the chapters given on the tentative class schedule on those nights.
DVD nights have been well received by students along with class discussions about them. This is part of learning & education. Know and read the material in the chapters from the text on those nights. Content/information learned from DVDs and speakers correlate with the content of the course. Material/information presented by speakers and DVDs is testable information. You are expected to be courteous to all guest speakers. Blatant disrespect to guest speakers is neither acceptable nor tolerated.

2. Students will be allowed to make up an exam due to an excused absence. The exam must be taken within five school days of the missed test date. The day/night of the exam counts as day number one. In other words, all makeup exams must be finished/completed by Wednesday of the following week. Students must schedule a make-up appointment with the IVCC Assessment Center; 815-224-0542—students must call them and schedule a time to make up the exam. Students who fail to make-up the exam within five school days will receive a zero for that exam. Students must notify the instructor in order to take the test in the Assessment Center. NOTIFY THE INSTRUCTOR BEFORE THE EXAM! All makeup exams are detailed, comprehensive, and essay format. They are not the same as the exam given on the scheduled night of the test. NO EXCEPTIONS! However, I will allow you to take the same exam as everyone else, BUT ONLY IF YOU TELL ME SEVEN DAYS IN ADVANCE. NO exceptions. A written excuse on a “prescription” pad with a doctor’s signature will be required in some cases at the instructor’s discretion for students who inform me that they were sick on the day of the scheduled exam.

4. I require an e-mail message for any missed exam. The college has computers.

VII. ATTENDANCE AND GRADING: Please note the following.

VIII. NOTE: You are responsible for your own withdrawal from the class should you decide to stop coming. I WILL NOT BE HELD RESPONSIBLE FOR YOUR FAILING GRADE IF YOU DECIDE TO STOP COMING TO CLASS. Students have failed the class for not showing up and not withdrawing from the class. Failing to withdraw and not showing up for subsequent classes will result in a failing grade. NO exceptions!

1. All nursing students or pre-nursing students must attain a C in this course in order for it to be applied as credit in the IVCC's nursing program.

2. Students leaving after the class break or activities will be counted absent with the exception of emergencies (a valid emergency). Just tell me the nature of the emergency. If you do not want to be here, just withdraw from the class.

3. Attendance: After two classes of unexcused absences students will have 10% deducted from their final grade. Students will be subject to withdrawal from the course by the instructor after three unexcused absences. It is your responsibility to tell me if I do not call your name during roll, not mine. Or, it is your job to sign the attendance card before and after break. Attendance will be taken before the break and after the break. You will be counted absent if you are not in your seat after the break—roll will be taken! The class is a three semester hour class and your attendance counts for the full three hours!
4. **No exceptions to the following:** **You are required to send an e-mail to me with a reason on why you will not be in class. I will mark you absent if I do not receive an e-mail-no exceptions. I do not play phone tag with students.**
   Withdraw from the class if you do not want to be here.

5. Any student caught cheating on an exam or assignment **will automatically** receive a grade of zero for that exam or assignment. The student may also be subject to further disciplinary action in accordance with the Student Code of Conduct.

6. **Plagiarism is illegal.** Any student caught plagiarizing will receive a ZERO for any paper/assignment and may be subject to further disciplinary action in accordance with the Student Code of Conduct.

7. Your final semester grade will be determined by calculating the percentage of total points scored out of all exams and assignments. The following grading scale will be used: (Grade is calculated by: the total points earned divided by points possible).

   - A…90-100%
   - B…80-89
   - C…70-79%
   - D…60-69%
   - F…59% and below

**YOU ARE RESPONSIBLE FOR KEEPING TRACK OF YOUR OWN GRADES.** You are in college, so it is **your** responsibility of knowing/recording your test scores—**NOT MINE.** Record your grade somewhere **and keep** them after each exam. I will let you know what your grade is on the following class session after all exams have been taken by all of the students.

**OTHER REFERENCES**
Worth Publishers, 2008

**Optional:** *Study Guide* to accompany text.

**IX. Academic Assistance**
If you are a student with a cognitive, physical or psychiatric disability you may be eligible for academic support services such as extended test time, texts on tape, note-taking services, etc...If you are interested in learning whether you qualify for academic support services, please contact the Special Populations Office either by phone at: 224-0284, 224-0350, by e-mail at: tina_hardy@ivcc.edu or by seeing Judy Mika in the same office or stopping by their office, B-204.

**X. Assessment Center**
Please call 224-0542 to **set up an appointment.** This is **your** responsibility.

**You will need** your photo id to take a make-up exam. **Take your ID with you.**

--Let the instructor **know in advance** if you cannot take an exam on a scheduled test day. You are responsible for contacting me in advance BY e-mail—**valid reason**—no exceptions! Once again, the college has computers and all make up exams are essay!
XI. Classroom
We will be taking a break; you may go to the cafeteria for eating and drinking. *Water ONLY* is allowed in the classroom. *NO soft drinks or meals are allowed.* The classroom is a place for etiquette: one person speaking at a time; raise your hand to be called on; class discussion may be prompted by the student; *restrooms should* be used at any time, do not wait until a break. Quietly leave the room should you need too.

Please be respectful to the instructor and other students, **TURN OFF YOUR CELL PHONE--COMPETELY OFF!!!** *No BEEPS/BLIPS/NOISES FROM CELL PHONES ARE ALLOWED AT ANY TIME.* *CELL PHONES WILL BE TURMED OFF AND KEPT OUT OF SIGHT AND SECURED IN A BACKPACK OR PURSE AND PUT AWAY AT ALL TIMES—NO TEXTING AT ALL IS TOLERATED DURING CLASS TIME. TURN THEM OFF AND PUT THEM AWAY BEFORE THE START OF CLASS AND AFTER THE BREAK!** EMS & Firefighters *are* the exception to the rule. Police officers/law enforcement can keep theirs on. You can check your cell phone for messages *during* the break or after class. Turn the cell phone **completely** off after your break AND before returning to the classroom. **You will be subject to points off DURING an exam if your cell phone goes off... at the instructor’s discretion.** It is **extremely** rude to believe it is ok to keep a cell phone on during the class lecture and especially during an exam. Points will be deducted if your cell phone goes off during an exam—**no exceptions to the rule.** **ANY OF YOUR FAMILY MEMBERS CAN CALL THE COLLEGE SWITCHBOARD FOR AN EMERGENCY.**

We will take a break or two depending on how things are going during the lecture. Be back on time from the breaks! *I will take roll after the break.* You will be counted absent if you are not in your seat after the break or after any exam/class group activity.

I realize people are social beings, but it is important to respect one another in the classroom. Therefore, **please refrain** from side conversations during class lecture/presentations. Be respectful of other people/guest speakers. So, based upon past classes, there have never been any serious issues with this problem. However, I ask that you **simply not engage** in side conversations (visiting) with one another during lecture/discussions. Disrupting other students or the instructor during class lecture is **rude,** inconsiderate, and **demonstrates** a great deal of **blatant** disrespect. Disrupting others is **simply not tolerated** in my classroom. You are **welcome** to withdraw from class if you cannot comply with basic courtesy and respect of others. Save your conversations for the break or after class. I will ask you to leave **class if this** becomes an issue. I am not the faculty police, but it is unfortunately necessary for this rule. I will ask you to leave class if you cannot respect me or other students. And, I will ask you **not** to return to my classroom. **I will contact** security should you decide not to leave class at my request. A meeting will then be held with the dean of health professions to
determine if you can return to the class or be allowed to complete the course. We are in urgent need of health professionals and courtesy is something to strongly consider as a student. You will be expected to act professionally in health care. Now is the time to do that rather than when you enter the job market—common courtesy is required. Students are expected to behave in a responsible manner during all class sessions. Disruptive behavior is unacceptable and will not be tolerated during class sessions. Examples were mentioned in the previous paragraph. Belligerent or disrespectful behavior and/or comments toward the instructor or other students will not be tolerated.

I realize some people have work obligations and cannot make it to class on time. Please just tell me about work conflicts and it will ok to be late due to those reasons. Some students have had children with a medical condition that prevents them from being to class on time and that is ok. Integrity and truthfulness goes a long way. Sometimes, we are late for valid/legitimate reasons, we all are. But, some people simply lack the ability to be anywhere on time all of the time. If you are one of those people, I ask that you withdraw from the class as soon as possible. It is simply not fair to me or to other students if you are consistently late all of the time and there is a pattern to your lateness. Being consistently late in the world of work (outside of school) in healthcare and other professions is often grounds for termination or disciplinary action. School is a job and being late consistently with no valid/justifiable reason is simply unacceptable. Drop the class if you are one of those people that fit into this category. Your final grade will be lowered if you are consistently late to class at my discretion. If you cannot be anywhere on time, leave for class earlier.

Winter time presents some problems/issues. I can cancel class if the college decides to remain open with inclement weather. Contact the college and ask if my class has been cancelled or go to the IVCC website and look for my class. I will contact the switchboard if I believe it is unsafe for you to come, and they will post the cancellation under my name/class on the college website under my class listing/name. The local radio station also announces when the college is closed, but there may be times you will need to go to the website or call the operator and talk to a real person (not a recording) to determine if I have cancelled class. I will contact the health professions office during inclement weather should I decide to cancel class in the event the college remains open. This has happened in the past. Your cooperation will be appreciated if this happens. We have no control over Mother Nature. PLEASE drive carefully to and from class and do not put yourself in danger/harms way or jeopardize your safety if it is unsafe to drive. Leave home early and be safe! Your safety is far more important than class--don't speed or drive in an unsafe manner coming to class or going home. Having an accident is not worth it! I will understand if you cannot make it to the college due to inclement weather, family issues/problems/or emergencies. Just send me an e-mail and you will be excused. You can contact the Health Professions Office in emergencies before 4:00 p.m. 815-224-0485

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My web page: See faculty directory, view nursing dept.