



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Health Professions

**COURSE:** ALH 1002 Section 100  
**Human Growth and Development for the Health Care Workers**

Date: Fall, 2018

Credit Hours: 3.0

Prerequisite(s): None

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)**  
 Online  
 Blended

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 last page for Course Competency/Assessment Methods Matrix.]*

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

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

### Upon completion of the course, the student will be able to: 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 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 conducting research with human subjects.

**MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

<b>Goals</b>	<b>Outcomes</b>
<b>First Goal</b>	
To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.	Describe development - including biosocial, cognitive, and psychosocial- as an ongoing set of processes, involving both continuity and change.  Analyze different developmental events from the perspectives of the major theories of development and recognize those theories when used by others to analyze events.

## **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: *EARLY CHILDHOOD*

- Biosocial Development
- Cognitive Development
- Psychosocial Development

### Part 4: *MIDDLE CHILDHOOD*

- BIOSOCIAL DEVELOPMENT
- Cognitive Development
- Psychosocial Development

### Part 5: *Adolescence*

- Biosocial 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 Hope-Hospice

## **INSTRUCTIONAL METHODS:**

- Exams
- Discussion board
- Power Points- lecture and interactive format

## **INSTRUCTIONAL MATERIALS:**

- Student textbook, and online resources

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

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= 0-59

### **Other REFERENCES**

**Course textbook:** Berger, Kathleen Stassen, *The Developing Person Through the Life Span*, 9<sup>th</sup> edition. Worth Publishers, 2014

## Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																	
For each competency/outcome place an "X" below the method of assessment to be used.	<b>Assessment of Student Learning</b>	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	<b>Direct/ Indirect</b>	D	D	D	D	D	D	D	D			D						D				I	I											D
1. Describe development - including biosocial, cognitive, and psychosocial- as an ongoing set of processes, involving both continuity and change.			X				X	X	X									X																X

