HDEV 0001 - HUMAN DEVELOPMENT THROUGH THE LIFESPAN

Catalog Description

Hours: 54 lecture
Description: Study of the physical, cognitive, psychosocial and emotional changes in development through the life span. Focuses on practical application of developmental principles and patterns of growth from conception through late adulthood, including death and bereavement processes. Designed as a foundation course for careers in social service, psychological, health and medical fields. (CSU, UC-with unit limitation)

Course Student Learning Outcomes

- CSLO #1: Analyze major developmental milestones for children from conception through the lifespan in the areas of physical, psychosocial, cognitive, and language development.
- CSLO #2: Distinguish environmental and hereditary influences that affect development throughout the lifespan.
- CSLO #3: Identify and compare major theoretical frameworks related to the study of human development.
- CSLO #4: Apply developmental theory to practical real world situations.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

The student will, through class discussions, collaborative learning activities, observations, essays, and examinations:
1. Identify eight periods of the lifespan, from prenatal to late adulthood, and evaluate the outstanding characteristics of each that include physical, cognitive, and social/emotional development;
2. Analyze the differences between hereditary and environmental influences (nature/nurture) on development throughout the lifespan and the ways these interrelate;
3. Summarize the outstanding developments during the prenatal stage and correlate how environmental factors impact this stage;
4. Analyze the features of each stage of childbirth, the option for settings, and interventions;
5. Investigate theoretical perspectives on human development from infancy through late adulthood, including Erikson, Piaget, and Vygotsky;
6. Assess the influence of culture, ethnicity, race, and family structure, including parenting styles, on human development;
7. Compare and contrast strategies that promote optimal individual development and health throughout the lifespan, based on theoretical perspectives and current research;
8. Summarize Kubler-Ross's theory, citing factors that influence dying patients' responses and compare these reactions to the phases of grieving;
9. Evaluate how nursing homes, hospitals and the hospice approach can optimally meet the needs of dying people and their families.

General Education Information

- Approved College Associate Degree GE Applicability
    - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
    - CSUGE - D7 Interdisciplinary Soc/Behav
    - CSUGE - E1 Lifelong Learning and Self-Development
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
    - IGETC - 4G Intrdis Social/Beha

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
    - Example: Debate the plausibility of major theories of development as outlined in class. Teams will be assigned "pro" and "con" stance. Grading to be based on accuracy as well as breadth of presentation.
- Essay Examinations
    - Example: Discuss the idea of an additional stage of development between adolescence and early adulthood. Do you believe there is in fact a stage of prolonged exploration where one is neither an adolescent nor an early adult? Essay evaluated based on a rubric developed by the instructor and shared with students.
- Objective Examinations
    - Example: Answer multiple choice questions on characteristics of stages of development and choose which response best reflects criteria outline in lecture and text. Graded based on correct application of criteria.
- Problem Solving Examinations
    - Example: Apply a theory of development, such as Vygotsky, to a case study. For example what would be the best way to teach a child to learn how to swim given this theory of development? Graded based on accuracy and completeness, as well as application of theory.
- Projects
    - Example: Develop a list of physical, cognitive, and social and emotional milestones for children birth to one to use with new parents with no Human Development background. Project would be graded on completeness, accuracy of milestones chosen, and how easily understood this might be for new parents.
- Reports

- Example: Research a topic in Human Development such as anorexia, autism, bullying, or obesity. Write a two page report including current research and initiatives, and present a 3 minute summary to the class for discussion. Rubric grading.
- Skill Demonstrations
  - Example: Per the developmental concepts learned in class, demonstrate the best way to approach a baby who does not know you. Grading will be based on developmental appropriateness.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will lecture on various aspects of developmental theories, including Erikson, Piaget, and Vygotsky, and provide practical application scenarios for small groups. Students are expected to actively engage in the lecture.
2. Instructor will assign reading of an article from a professional periodical that illustrates a real-life application of a concept discussed in class (For example: childbirth interventions; biological and environmental influences; autism; eating disorders; or prevention/treatment strategies for Alzheimer's), and students will summarize the material in writing and include a comparison of the article with text material.

Distance Learning

1. Instructor will provide case studies involving middle-aged adults to small groups and assist groups through distance learning via LMS as they analyze how Levinson's Tasks are being demonstrated. Students will list findings on-line and respond to 2 other student postings to provide feedback.

Typical Out of Class Assignments
Reading Assignments

1. Read articles from professional periodicals that illustrate growth and developmental milestones throughout the human lifespan and compare this information to the material presented in the text. 2. Read current events that address human development issues (i.e., medical breakthroughs in assisted conception ["two biological mothers, two biological dads"], ADD/ADHD, autism, alternative care of Alzheimer's patients, etc., and report their findings.

Writing, Problem Solving or Performance

1. Write a comparative analysis of a chosen article focusing on a timely human development issue, with material presented through course text, class discussion groups, and video segments. 2. Work individually and in groups in assessing the practical application of developmental theories to real life events and human behavior via case studies.

Other (Term projects, research papers, portfolios, etc.)

1. Students will utilize a Virtual Life computer program to apply course concepts in a simulation. 2. Students will write a term paper analyzing

childrearing styles and compare/contrast predicted outcomes according to the research, with their own experiences. 3. Students will interview new parents and analyze choices made with regard to promoting optimal development of the baby.

Required Materials

- Exploring Lifespan Development
  - Author: Berk, L.
  - Publisher: Allyn & Bacon
  - Publication Date: 2014
  - Text Edition: 3rd
  - Classic Textbook?:
  - OER Link:
  - OER:
- The Developing Person through the Lifespan
  - Author: Berger, Kathleen
  - Publisher: Worth
  - Publication Date: 2014
  - Text Edition: 9th
  - Classic Textbook?:
  - OER Link:
  - OER:
- Lifespan Development Lives in Context
  - Author: Kuther
  - Publisher: Sage
  - Publication Date: 2016
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.