

MINERAL AREA COLLEGE

COURSE NUMBER: PSY125B

TITLE: HUMAN GROWTH AND DEVELOPMENT

CREDIT HOURS: 3

INSTRUCTORS: Lana Jinkerson, RN, MSN
Office: Allied Health Department C-3
Email: LJinkers@MineralArea.edu
Phone: 573-518-2200

YEAR: Fall 2005

REQUIRED TEXTS:

Papalia, D.E., S.W. Olds, and R.D. Feldman (2004). Human development, 9th ed. St. Louis: McGraw –Hill Higher Education.

COURSE DESCRIPTION: This course provides the student with a life-span approach to human development: conception through the dying process. This life-span perspective indicates that development is life-long, multidimensional, multidirectional, plastic, historically embedded, multidisciplinary, and contextual based on normative age-graded influences, cultural influences, and unusual life occurrences. Major theories and research in human development are included. Areas of emphasis include periods of physical, cognitive, personality, and social development, health and well-being, parenting and education, and issues pertaining to culture, ethnicity, and gender. The interplay of biological, cognitive, and socioemotional processes in development are explored. The gaining of practical knowledge and development of critical thinking skills regarding human growth and development comprise the core of this course.

COURSE OBJECTIVES:

An understanding of the content of this course will be evidenced by the student's ability to:

1. Discuss the continuity of development throughout the lifespan and identify the principal steps utilized in the evolution of its study.
2. Explore the interrelationships among the physical, cognitive, and psychosocial realms of development.
3. Demonstrate an understanding of the major types of development that an individual may experience across the life-span (cognitive, intellectual, linguistic, moral, social-emotional, personality, gender-role, and sexual) and how those experiences impact development.
4. Relate a basic understanding of the major theories of human growth and development.
5. Integrate theoretical, research-related, and practical concerns regarding human development.
6. Discuss the relevance of the life-span developmental perspective for studying change and continuity in psychological processes over time.
7. Access and utilize the rapidly growing body of internet literature on human growth and development.

Methods of instruction include theory lecture, transparencies on overhead projector, class discussion, hand-out materials, selected audio-visual materials, and student group presentations.

METHOD OF EVALUATION:

Written exams may contain multiple choice, matching, true-false, listing, and/or essay items. Other points calculated for grade include written assignments utilizing internet and/or library resources and class attendance.

The final is comprised of the student interviewing an older adult using the provided guided interview inquiry via videotape. Videotape must be submitted ready to play on VCR; provide adaptor, if needed.

Improper spelling, incorrect use of upper/lower case letters, and incorrect use of punctuation, sentence structure, and grammar may result in ½ point loss each on assignments. A dictionary and style manual may be of benefit to you when composing assignments.

The grading scale for this course is consistent with guidelines set forth for the academic division of Mineral Area College:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

Any student suspected of a breach of the ethical code of honesty during exams or plagiarism on assignments will be given ZERO points for that exam/assignment.

See course calendar for exam, assignment, and presentation dates.

CLASS POLICIES/REQUIREMENTS:

Students may be dropped from the course for nonattendance. Refer to Mineral Area College Student Handbook regarding class policies and attendance guidelines. Pop quizzes may be given for bonus points; students not in attendance will not be given the opportunity for these points at a later date.

Cell phones and beepers must be adjusted so they do not ring, beep, or otherwise distract you or your classmates during class; this class time is scheduled for learning, yours and those around you.

The CD ROM disc located in the back of each textbook is an excellent method to use to study. If you do not have a home computer, arrange to use the MAC computer lab for study/practice sessions.

If you have not completed an examination or assignment **by the required class date and time** you may still complete those within one week of their due date/time **with a loss of 10% of that exam or assignment's points possible each class date/time it is late.** (Example: if an assignment is due on a Tuesday and you do not submit it until the following Tuesday, 20% of the points possible will be deducted before the exam/assignment is graded.)

COURSE OUTLINE:

1. The Study of Human Development
2. Theory and Research
3. Forming a New Life
4. Physical Development During the First Three Years
5. Cognitive During the First Three Years
6. Psychosocial During the First Three Years
7. Physical and Cognitive Development in Early Childhood
8. Psychosocial Development in Early Childhood
9. Physical and Cognitive Development in Middle Childhood
10. Psychosocial Development in Middle Childhood
11. Physical and Cognitive Development in Adolescence
12. Psychosocial Development in Adolescence
13. Physical and Cognitive Development in Young Adulthood

(Course Outline cont.)

14. Psychosocial Development in Young Adulthood
15. Physical and Cognitive Development in Middle Adulthood
16. Psychosocial Development in Middle Adulthood
17. Physical and Cognitive Development in Late Adulthood
18. Psychosocial Development in Late Adulthood

**The sequence of chapters is subject to change in the event of extenuating circumstances.

REFERENCES:

Berger, K. S. and R. A. Thompson (1996). The Developing Person Through Childhood. New York: Worth Publishers.

Cole, M. and S. R. Cole (1996). The Development of Children, 3rd Edition. New York: W. H. Freeman and Company.

Papalia, D.E., S.W. Olds, and R.D. Feldman (2001). Human development, 8th ed. St. Louis: McGraw –Hill Higher Education.

Roach, S. (2001). Introductory Gerontological Nursing. Philadelphia: Lippincott, Williams, and Wilkins.

Santrock, J. W. (1995). Life Span Development (5th Edition). Dubuque, Iowa: Brown and Benchmark.

Schulte, E.B., D.L. Price, and J. Gwin (2001). Thompson's Pediatric Nursing: An Introductory Text, 8th Ed. Philadelphia: W. B. Saunders.

Thomas, C. L., Editor (2005). Taber's Cyclopedic Medical Dictionary, 20th Ed. Philadelphia: F. A. Davis Company.

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Revised Fall 2005
L. Jinkerson, RN, MSN

MINERAL AREA COLLEGE

COURSE NUMBER: PSY125B

TITLE: HUMAN GROWTH AND DEVELOPMENT

CREDIT HOURS: 3

INSTRUCTORS: Jessie Williams, RN, MA
Office: Allied Health Department C-3
Email: Jessie@MineralArea.edu
Phone: 573-518-2241

YEAR: Fall 2005

REQUIRED TEXTS:

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METHOD OF EVALUATION:

Written exams may contain multiple choice, matching, true-false, listing, and/or essay items. Other points calculated for grade include written assignments utilizing internet and/or library resources and class attendance.

The final is comprised of the student interviewing an older adult using the provided guided interview inquiry then either producing a videotape or formal paper; for formal paper, utilize APA format with at least 3 library or internet references.

Improper spelling, incorrect use of upper/lower case letters, and incorrect use of punctuation, sentence structure, and grammar may result in ½ point loss each on assignments. A dictionary and style manual may be of benefit to you when composing assignments.

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- Papalia, D.E., S.W. Olds, and R.D. Feldman (2001). Human development, 8th ed. St. Louis: McGraw –Hill Higher Education.
- Roach, S. (2001). Introductory Gerontological Nursing. Philadelphia: Lippincott, Williams, and Wilkins.
- Santrock, J. W. (1995). Life Span Development (5th Edition). Dubuque, Iowa: Brown and Benchmark.
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