SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Human Growth and Development

CODE NO. : RSP1150 **SEMESTER:** 2

PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA)

AUTHOR: Social Services Department

DATE: Jan/03 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

_____ _____
 DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

Life-span human psychological development will be studied with an emphasis on the characteristic developmental changes in a person's behaviour that are a result of the interactive and interdependent effects of maturation and experience. Psychological research, concepts and theories will be examined in relation to developmental tasks and processes. Students will be challenged to improve their critical thinking abilities and develop a deeper understanding of how developmental psychology can be applied towards enhancing psychological adaptation.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

1. Describe the basic concepts and theoretical perspectives of human development
2. Describe early competence and speech and language development
3. Describe and explain early psychosocial development
4. Describe cognitive, memory and language development and the impacts of early childhood education
5. Describe and explain middle childhood advances in cognitive, memory and language abilities
6. Describe and explain cognitive, moral, educational and career-planning advances during adolescence
7. Describe and explain young adulthood cognitive, moral, educational and career development
8. Describe and explain psychosocial development in young adulthood
9. Describe and explain psychosocial development in middle adulthood
10. Describe and explain psychosocial development in late adulthood

B.   Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Describe the basic concepts and theoretical perspectives of human development.

    Potential elements of the performance:
    - Describe basic concepts related to influences on development and individual differences.
    - Identify major changes in the evolution of the study of human development.
    - Explain and differentiate the five major theoretical perspectives on human development.

2. Describe early competence and speech and language development.

    Potential elements of the performance:
    - Identify the four approaches to studying cognitive development.
    - Describe and explain the Piagetian and Information-Processing approaches.
    - Identify the sequences and describe the characteristics of early speech and language development.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Describe and explain early psychosocial development.

    Potential elements of the performance:
    - Identify the emotional, temperamental and social foundations of early psychosocial development.
    - Describe early attachment and explain how it is related to the development of trust, sense of self, autonomy and self-regulation.
    - Describe early sociability and conscience development and the impacts of day care.

4. Describe cognitive, memory and language development and the impacts of early childhood education.

    Potential elements of the performance:
    - Explain Piaget's concept of "preoperational" cognitive abilities.
    - Describe language and memory aspects of early cognitive development
    - Explain "academic orientation" of early childhood education programs.

5. Describe and explain middle childhood advances in cognitive, memory and language abilities.

    Potential elements of the performance:
    - Explain Piaget's concept of "concrete operations" cognitive abilities.
    - Describe advances in moral, memory and language development

6. Describe and explain cognitive, moral, educational and career-planning advances during adolescence.

    Potential elements of the performance:
    - Explain Piaget's concept of "formal operations" thinking and Kohlberg's theory of moral reasoning.
    - Describe the main educational and vocational challenges of adolescence.

7. Describe and explain young adulthood cognitive, moral, educational and career development.

    Potential elements of the performance:
    - Describe and explain the inter-relationships between "postformal" thought, emotional intelligence and moral development in early adulthood.

8. Describe and explain psychosocial development in young adulthood.

    Potential elements of the performance:
    - Describe and explain four models of personality development.
    - Describe and explain foundations and styles of intimate relationships.
    - Identify and describe family life options, choices and experiences.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

9. Describe and explain psychosocial development in middle adulthood.

   Potential elements of the performance:
   - Compare and evaluate "normative-crisis" and "nonnormative-crisis" models of personality at mid-life.
   - Describe and compare relationships with maturing children, aging parents and other kinship ties.

10. Describe and explain psychosocial development in late adulthood.

    Potential elements of the performance:
    - Compare and evaluate theories and research on personality development.
    - Describe and explain lifestyle and social issues related to aging.
    - Describe and compare personal relationships in late adulthood.

III.   Chapters to be Covered:

1. About Human Development
5. Cognitive Development During the First Three Years
6. Psychosocial Development During the First Three Years
7. Cognitive Development in Early Childhood
9. Cognitive Development in Middle Childhood
11. Cognitive Development in Adolescence
12. Psychosocial Development in Adolescence
13. Cognitive Development in Young Adulthood
14. Psychosocial Development in Young Adulthood
16. Psychosocial Development in Middle Adulthood
18. Psychosocial Development in Late Adulthood

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. <u>Human Development</u> (2001), 8th Edition. D.E. Papalia and S. W. Olds, McGraw-Hill Companies

2. *Optional Resource:* <u>Study Guide with Readings</u> (for course text). Prepared by T. Crandell and G. Bieger, McGraw-Hill Companies

Students will be responsible for obtaining any course materials missed due to absenteeism and for regular attendance and class participation in all areas of the course, as well as all readings and tests as requested. The course content and evaluation system can be modified at the discretion of the professor.

V. EVALUATION PROCESS / GRADING SYSTEM:

MAJOR ASSIGNMENTS AND TESTING

The final course grade will be determined as follows:

1. Four tests @ 20% each   = 80%

2. Assignment   = 20%

Total   **100%**

TIME FRAME

Involves three hours per week for the semester.

METHOD OF ASSESSMENT (GRADING METHOD)

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

Special Notes Related to Test-Taking Policy:

If a test is missed due to *verifiable* illness or incident, the professor will determine if the student is ultimately responsible and is obligated to *contact the professor* by phone, in person or in writing *prior* to test time. Touch-tone, 24-hour voice-mail service allows you to immediately notify the professor. Leave your name, message and phone number.

Upon returning to the College (i.e. your first day back), the student is required to *immediately* contact the professor to make test rescheduling arrangements. Failure to do so will result in a zero grade on the missed test.

Notification Policy in brief: ***Mutual Respect, Courtesy and Accountability***

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities.* Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.