



COURSE OUTLINE: FASD102 - HUMAN DEVELOPMENT

Prepared: Continuing Education Department

Approved: Lori Crosson, Director, E-Learning and Continuing Education

Course Code: Title	FASD102: HUMAN DEVELOPMENT
Program Number: Name	3250: FETAL ALCOHOL DIS.
Department:	MOU-ABORIGINAL EDUCATION INST.
Semesters/Terms:	19F, 19W, 19S
Course Description:	This course integrates a life-span development and multi-disciplinary approach to the topic of human development. The course uses the perspective of bio-psycho-social-spiritual development as the basis for practice with individuals, families and groups. Human development and behavior will be viewed through the lens of cultural and anti-oppressive approaches to practice with some focus on Indigenous views of human development. An emphasis on the established norms for each life stage will provide a framework for students to understand the developmental challenges faced by those affected by FASD.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	FASD106, FASD111
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	3250 - FETAL ALCOHOL DIS. VLO 1 Assess individuals, families and groups at risk for and/or living with the experience of FASD. VLO 2 Advocate for individuals, families and groups at risk for or living with FASD within the social services, health, education, judicial and other systems. VLO 3 Plan for and develop an implementation and evaluation process for interventions aimed at prevention, early detection and ongoing support individuals, families and groups at risk for or living with FASD. VLO 5 Refer individuals, families and groups at risk for, or living with, FASD to appropriate services. VLO 7 Identify, analyze and apply current research and theory to FASD services.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	<p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>																
Course Evaluation:	Passing Grade: 50%, D																
Books and Required Resources:	<p>Experiencing the Lifespan by Janet Belsky</p> <p>Publisher: Worth Publishers Edition: 4</p> <p>New York, New York</p>																
Course Outcomes and Learning Objectives:	<table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>Examine human development.</td><td> <ul style="list-style-type: none"> - Compare and contrast the different stages of human development. - Define the physical, cognitive and socio-emotional characteristics of each stage. - Describe the interrelationships among the various stages of human development. </td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>Explore theoretical frameworks.</td><td> <ul style="list-style-type: none"> - Apply major theories on growth and development. - Describe the concept of ongoing development throughout the life cycle. </td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>Examine human development within the human services field of study.</td><td> <ul style="list-style-type: none"> - Identify the range of normative human development and how this knowledge can be applied to human services. </td></tr> <tr> <th>Course Outcome 4</th><th>Learning Objectives for Course Outcome 4</th></tr> <tr> <td>Explore human development and specialized populations.</td><td> <ul style="list-style-type: none"> - Describe how culture influences human development and how differences in culture norms regarding concepts such as childrearing, gender differences, interdependence, autonomy, and maternal attachment can significantly affect the lifespan development trajectory of an individual or group. - Apply the knowledge of theories of human development to students` own experience by demonstrating how those intersect with their gender, sexual orientation, culture, race, class and language (social location). </td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Examine human development.	<ul style="list-style-type: none"> - Compare and contrast the different stages of human development. - Define the physical, cognitive and socio-emotional characteristics of each stage. - Describe the interrelationships among the various stages of human development. 	Course Outcome 2	Learning Objectives for Course Outcome 2	Explore theoretical frameworks.	<ul style="list-style-type: none"> - Apply major theories on growth and development. - Describe the concept of ongoing development throughout the life cycle. 	Course Outcome 3	Learning Objectives for Course Outcome 3	Examine human development within the human services field of study.	<ul style="list-style-type: none"> - Identify the range of normative human development and how this knowledge can be applied to human services. 	Course Outcome 4	Learning Objectives for Course Outcome 4	Explore human development and specialized populations.	<ul style="list-style-type: none"> - Describe how culture influences human development and how differences in culture norms regarding concepts such as childrearing, gender differences, interdependence, autonomy, and maternal attachment can significantly affect the lifespan development trajectory of an individual or group. - Apply the knowledge of theories of human development to students` own experience by demonstrating how those intersect with their gender, sexual orientation, culture, race, class and language (social location).
Course Outcome 1	Learning Objectives for Course Outcome 1																
Examine human development.	<ul style="list-style-type: none"> - Compare and contrast the different stages of human development. - Define the physical, cognitive and socio-emotional characteristics of each stage. - Describe the interrelationships among the various stages of human development. 																
Course Outcome 2	Learning Objectives for Course Outcome 2																
Explore theoretical frameworks.	<ul style="list-style-type: none"> - Apply major theories on growth and development. - Describe the concept of ongoing development throughout the life cycle. 																
Course Outcome 3	Learning Objectives for Course Outcome 3																
Examine human development within the human services field of study.	<ul style="list-style-type: none"> - Identify the range of normative human development and how this knowledge can be applied to human services. 																
Course Outcome 4	Learning Objectives for Course Outcome 4																
Explore human development and specialized populations.	<ul style="list-style-type: none"> - Describe how culture influences human development and how differences in culture norms regarding concepts such as childrearing, gender differences, interdependence, autonomy, and maternal attachment can significantly affect the lifespan development trajectory of an individual or group. - Apply the knowledge of theories of human development to students` own experience by demonstrating how those intersect with their gender, sexual orientation, culture, race, class and language (social location). 																
Evaluation Process and Grading System:	<table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th></tr> <tr> <td>Discussion Participation</td><td>10%</td></tr> <tr> <td>Final Exam</td><td>30%</td></tr> <tr> <td>Quizzes (4 @ 10% each)</td><td>40%</td></tr> <tr> <td>Written Assignment</td><td>20%</td></tr> </table>	Evaluation Type	Evaluation Weight	Discussion Participation	10%	Final Exam	30%	Quizzes (4 @ 10% each)	40%	Written Assignment	20%						
Evaluation Type	Evaluation Weight																
Discussion Participation	10%																
Final Exam	30%																
Quizzes (4 @ 10% each)	40%																
Written Assignment	20%																
Date:	September 18, 2019																



Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

