

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus
DEPARTMENT: Social Sciences
COURSE: HMS 144 Survey of Human Development
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: ENG 051, RDG 051
CO-REQUISITES: None
COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

A life-span approach to human development through examination of the physical, cognitive, psychological, and social processes and tasks associated with each stage in the life cycle. Emphasis will be placed on assessment of needs and common health problems as viewed in a developmental context.

TEXT: Berk, L. Exploring Lifespan Development. Allyn & Bacon
MATERIALS: None
METHOD of INSTRUCTION: Campus Classroom
MANUALS: None
DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

PROGRAM GRADUATE COMPETENCIES (PGC)

HUMAN SERVICES TECHNOLOGY PROGRAM 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Identify the stages of the human life span. (CCC 1, 2)
2. Describe the nature of developmental change across the life span. (CCC 1, 2, 8)
3. Explain the philosophical, theoretical, and methodological approaches to studying human development. (CCC 1, 2, 8, 9)
4. Discuss key terms, principles, and processes unique to human development. (CCC 1, 2)
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each stage in the life cycle. (CCC 1, 2, 8)
6. Recognize the main psychological issues and social problems specific to each stage in the life cycle. (CCC 1, 2, 8)
7. Discuss individual and cultural attitudes toward death and dying and explain the significance of the grief process, bereavement, and mourning. (CCC 1, 2, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Identify the major stages human life cycle.
 - 1.1 List and define the major stages of the human life span.*
2. Describe the nature of developmental change across the life span.
 - 2.1 Identify and/or explain the major developmental changes, which occur across the life span.*
 - 2.2 Recognize and/or explain human development from both the “stage theory” and “life events theory” perspectives.*
3. Explain the philosophical, theoretical, and methodological approaches to studying human development.
 - 3.1 Distinguish between various perspectives on human development by studying and identifying theories of prominent researchers.*
 - 3.2 Explain various research methods used in studying human development.*

4. Discuss key terms, principles, and processes unique to human development.
 - 4.1 *Identify and/or explain key terms that are emphasized in readings, class discussions, and out-of-class assignments.*
 - 4.2 *Recognize and/or apply major terms, principles, and processes that are significant to each stage of life span development.*

5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each stage in the life cycle.
 - 5.1 *Explain the meaning of milestones/benchmarks and how they are established and measured.*
 - 5.2 *Identify and/or explain physical, cognitive, emotional, social, and moral milestones that are significant to development at each stage of the life span.*
 - 5.3 *Identify key health and/or cognitive and social-emotional issues and concerns for each stage of the life cycle.*

6. Recognize the main psychological issues and social problems specific to each stage in the life cycle.
 - 6.1 *Identify and/or discuss potential psychological issues and social problems (socialization) that may be present during each stage of the life span.*
 - 6.2 *Explain how one's development maybe impacted by, either positively or negatively, by those factors.*

7. Discuss individual and cultural attitudes toward death and dying and explain the significance of the grief process, bereavement, and mourning.
 - 7.1 *Define death in terms of biological, social, and psychological factors.*
 - 7.2 *List and explain the stages of death according to Kubler-Ross and/or other prominent researchers.*
 - 7.3 *Distinguish between bereavement, mourning, and grief.*
 - 7.4 *Identify and /or discuss death, grief, and mourning customs in relation to cultural diversity.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

Examinations

75%

(MPO 1-7)

There will be three examinations in the course that will average to 75% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed

exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Projects and Activities

Health Document: **15%**
(MPO 5-6)

You will create a chart that identifies leading health (physical and/or cognitive/social/emotional) related concerns, risks, etc. for each stage of the life cycle (e.g. leading causes of death, major illnesses, genetic issues, disabilities, behavior concerns, cognitive issues, etc.). The chart will be an ongoing project throughout the semester.

Participation **10%**
(MPO 1-7)

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based and/or web-based activities, instructor provided handouts, small group work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

2009 Terry Campus HMS 144 collegewide MPO