

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**

**COLLEGE WIDE COURSE SYLLABUS**

**CAMPUS:** Terry

**DEPARTMENT:** Human Services

**COURSE:** HMS 144 Survey of Human Development

**INSTRUCTOR NAME:** Telephone: Email:

**PREREQUISITES:** ENG 121, HMS 121, RDG 120, PSY 121

**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 educational, social, and psychological problems within a developmental context.

**TEXT:** Berk, L., Development Through The Life Span, Allyn and Bacon.

**MATERIALS:** None

**METHOD of INSTRUCTION:** Campus Classroom

**MANUALS:** None

**DISCLAIMER:** None

**CORE CURRICULUM AND TECHNOLOGY PROGRAM COMPETENCIES**  
01/06/00

**CORE CURRICULUM COMPETENCIES (CCC)**

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. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

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.

**HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES**  
**(PGC) 2-2004**

**DRUG AND ALCOHOL COUNSELING OPTION**

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Drug and Alcohol Counseling.
2. Interact ethically and professionally within the Drug and Alcohol Counseling 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 Drug and Alcohol Counseling principles and practices.
5. Establish effective working relationships within the Drug and Alcohol Counseling arena.
6. Apply basic management and leadership skills in Drug and Alcohol Counseling environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Drug and Alcohol Counseling outcomes and make adjustments accordingly

## **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:**

The student will be able to:

1. Identify the major stages human life cycle. (PGC 3; CCC 1, 2)
2. Describe the nature of developmental change across the life span. (PGC 3; CCC 1, 2, 8)
3. Explain the philosophical, theoretical, and methodological approaches to studying human development. (PGC 3; CCC 1, 2, 8, 9)
4. Discuss key terms, principles, and processes unique to human development. (PGC 3; CCC 1, 2)
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each stage in the life cycle. (PGC 3; CCC 1, 2, 8)
6. Recognize the main psychological issues and social problems specific to each stage in the life cycle. (PGC 3; 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. (PGC 3; CCC 1, 2, 8)

## **MEASURABLE PERFORMANCE OBJECTIVES:**

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 *Outline the major developmental changes, which occur across the life span.*
  - 2.2 *Discuss 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 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 *Explain key terms that are emphasized in readings, class discussions, and out-of-class assignments.*
  - 4.2 *Apply the key terms, principles, and processes 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 *Use physical, cognitive, emotional, social, and moral milestones to trace development at each stage of the life span.*
6. Recognize the main psychological issues and social problems specific to each stage in the life cycle.
  - 6.1 *Discuss potential psychological issues and social problems (socialization) which may be present during each stage of the life span.*
  - 6.2 *Explain how one's development may be 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.*
  - 7.3 *Distinguish between bereavement, mourning, and grief.*
  - 7.4 *Identify and discuss death, grief, and mourning customs in relation to cultural diversity.*

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. No missed in-class activities may be made up due to the nature of the activity.

## **EVALUATION CRITERIA:**

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

Examinations	50%
Journals	10%
Childhood/Adolescent Report	20%
Article Summaries	15%
Participation	5%

### Capstone Project:

- Title Page
- Table of Contents
- Journals
- Child/Adolescent Report
- Article Summaries

(All work must be corrected and revised after initial evaluation)

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.**