



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Health Professions**

**COURSE: ALH 1002 Human Growth and Development for  
the Health Care Worker**

Date: Fall 2021

Credit Hours: 3

Prerequisite(s): None

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	
<input type="checkbox"/> VCM	

Offered:  Fall     Spring     Summer

### **CATALOG DESCRIPTION and IAI NUMBER (if applicable):**

This course is a study of human growth and developmental processes as they relate to physical, cognitive, emotional, social and moral development throughout the life span (conception through death). Health promotion and maintenance measures for each stage of development are introduced within the context of the family including the social and cultural aspects.

## **ACCREDITATION STATEMENTS AND COURSE NOTES:**

Students must earn a C or better in this class for it to count as part of an IVCC transfer degree and/or as a course accepted by an IAI institution. *Any nursing student or pre-nursing student must attain a C in this course for it to be applied as credit in the IVCC's nursing program.*

Grading Scale: The standard College grading scale is used.

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

### **PART I: The Beginnings**

The Science of Human Development

Theories

The New Genetics

Prenatal Development and Birth

### **PART II: The First Two Years**

The First Two Years: Biosocial Development

The First Two Years: Cognitive Development

The First Two Years: Psychosocial Development

### **PART III: Early Childhood**

Early Childhood: Biosocial Development

Early Childhood: Cognitive Development

Early Childhood: Psychosocial Development

### **PART IV: Middle Childhood**

Middle Childhood: Biosocial Development

Middle Childhood: Cognitive Development

Middle Childhood: The Social World

### **PART V: Adolescence**

Adolescence: Biosocial Development

Adolescence: Cognitive Development

Adolescence: Psychosocial Development

### **PART VI: Emerging Adulthood**

Emerging Adulthood: Biosocial Development

Emerging Adulthood: Cognitive Development

Emerging Adulthood: Psychosocial Development

### **PART VII: Adulthood**

Adulthood: Biosocial Development

Adulthood: Cognitive Development

Adulthood: Psychosocial Development

### **PART VIII: Late Adulthood**

Late Adulthood: Biosocial Development

Late Adulthood: Cognitive Development

Late Adulthood: Psychosocial Development

### **EPILOGUE: Death and Dying**

## **INSTRUCTIONAL METHODS:**

1. Lecture
2. Discussion/Discussion board
3. Instructional media, audio/video
4. Reading

## **EVALUATION OF STUDENT ACHIEVEMENT:**

Evaluation methods used at the discretion of the instructor including:

1. Exams
2. Discussion Boards
3. Quizzes/Adaptive Quizzes
4. Handouts/Chapter Reviews

## **INSTRUCTIONAL MATERIALS:**

### **Textbooks**

1. Berger, Kathleen Stassen, *The Developing Person Through the Life Span, 11<sup>th</sup> edition*. Worth Publishers, 2020. *This is e-book format.*

### **Resources**

1. MacMillan LaunchPad interactive online resource program

## **LEARNING OUTCOMES AND GOALS:**

### **Institutional Learning Outcomes**

- Communication – to communicate effectively;
- Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- Responsibility – to recognize how personal choices affect self and society.

### **Course Outcomes and Competencies**

1. Describe development - including biosocial, cognitive, and psychosocial- as an ongoing set of processes, involving both continuity and change.
  - 1.1. Identify five characteristics of the life-span perspective.
  - 1.2. Identify and describe the three domains of human development.
  - 1.3. Discuss the three broad contexts that affect development throughout the lifespan.
  - 1.4. Describe the process of conception and the first hours of development of the zygote.
  - 1.5. Identify the mechanisms of heredity and explain how sex is determined.
  - 1.6. Discuss genetic continuity and diversity, and distinguish between monozygotic and dizygotic twins.
  - 1.7. Differentiate genotype from phenotype, and explain the polygenic and multifactorial nature of human traits.
  - 1.8. Identify some environmental variables that affect genetic inheritance.
  - 1.9. Describe the most common chromosomal abnormalities and genetic disorders.
  - 1.10. Describe four situations in which couples should seek genetic testing and counseling.
  - 1.11. Describe the significant developments that occur during the germinal period, the period of the embryo, and the period of the fetus.

- 1.12. Identify several teratogens, describe their effect on the developing embryo or fetus; and explain what can be done to reduce the risks posed by these teratogens.
  - 1.13. Distinguish among low-birth weight, preterm, and small-for-gestational age infants, and identify the causes of low-birth weight.
  - 1.14. Describe the test used to assess the newborn's condition at birth.
  - 1.15. Discuss the importance of medical attention at birth and the question of medical intervention.
  - 1.16. Describe the size and proportion of an infant's body, including how they change during the first 2 years and how they compare with those of an adult.
  - 1.17. Identify risk factors and prevention measures for injury throughout the life span.
  - 1.18. Describe the motor, sensation, perceptual, memory, language, behavioral, emotional, and sexual development throughout the life span.
  - 1.19. Describe the nutritional needs between the newborn and older adult and common nutritional problems.
2. Analyze different developmental events from the perspectives of the major theories of development and recognize those theories when used by others to analyze events.
    - 2.1. Describe how developmental theories help explain human behavior and development, noting differences among grand theories, mini-theories, and emergent theories.
    - 2.2. Discuss the major focus of psychoanalytic theories, and describe the conflicts that occur during Freud's psychosexual stages.
    - 2.3. Discuss the crises of Erikson's theory of psychosocial development, and contrast them with Freud's stages.
    - 2.4. Discuss the major focus of learning theories, and explain the basic principles of classical and operant conditioning.
    - 2.5. Discuss social learning theory as an extension of the learning theory.
    - 2.6. Identify the prime focus of cognitive theory, and briefly describe Piaget's periods of cognitive development.
    - 2.7. Identify the major criticisms and contributions of each of the grand theories of development.
    - 2.8. Discuss the ideas of Vygotsky and the sociocultural theory of development.
    - 2.9. Discuss two theories of multiple intelligences, and discuss their implications for intelligence testing.
    - 2.10. Outline theories of moral development.
    - 2.11. Explain self-theories and stratification theories of psychosocial development during late adulthood.
3. Recall important developmental concepts and be able to recognize and apply them to various situations.
    - 3.1 Explain the concept of parent-newborn bonding and what research has shown regarding bonding in humans.
    - 3.2 Explain the Gibson's contextual view of perception, and discuss the idea of affordances.

- 3.3 Discuss the concept of social referencing.
  - 3.4 Describe four categories of adult attachments, and discuss how each affects the child's attachment to the parent.
  - 3.5 Explain how achievement and aptitude tests are used in evaluating individual differences in cognitive growth.
  - 3.6 Explain how children's theory of mind and emotional understanding evolve during middle childhood.
  - 3.7 Explain Carol Gilligan's view of how moral reasoning changes during adulthood.
  - 3.8 Identify Sternberg's three components of love and discuss the pattern by which they develop in relationships.
  - 3.9 Discuss the impact of divorce, remarriage, and stress on families.
  - 3.10 Explain how and why context and cohort affect development
  - 3.11 Define ageism and discuss some of the factors that contribute to ageism.
4. Explain how research contributes to the understanding of development.
    - 4.1 List and describe the basic steps of the scientific method.
    - 4.2 Describe scientific observation, experiments, surveys, and case studies as research strategies.
    - 4.3 Describe three basic research designs used by developmental psychologists.
    - 4.4 Summarize some of the ethical issues involved in conducting research with human subjects.