Effective Semester / Session: Spring 2004

Type of Action:  
- New
- Modification [X]
- Cancellation

Course Alpha and Number: PY 201

Course Title: Human Growth and Development

Reason for initiating, modifying, or canceling course, or other pertinent comment:

The course guide has been upgraded to reflect current curriculum content, teaching methods, and student competencies. This course alphanumeric has been changed from ED 201 to PY 201 to reflect the move from the Education Department to the Social Sciences and Fine Arts Department.

Proposer: [Signature]  
Date: 10-10-03

Department Chair: [Signature]  
Date: 10-10-03

English and Format Reviewer: [Signature]  
Date: 12/16/03

Academic Council Chair: [Signature]  
Date: 12/16/03

Dean of Academic Programs and Services: [Signature]  
Date: [Signature]
1. **Department:** Social Sciences and Fine Arts

2. **Purpose:**
The purpose of this course is to acquaint students with the current theories and research in human development through the life span. This course will provide the student with a basic understanding of human growth and development. It is a requirement for students pursuing a degree in Nursing. It would benefit any Liberal Arts student pursuing a career in social work, criminal justice, education, or counseling.

3. **Description:**

   A. **Required/Recommended Textbook(s) and Related Materials**
      Required:
      Readability level: Grade 12.

   B. **Contact Hours**
      1. **Lecture:** 3 per week / 45 per semester
      2. **Lab:**
      3. **Other:**

   C. **Credits**
      1. **Number:** 3
      2. **Type:** Regular degree credits

   D. **Catalogue Course Description**
      This course is an introduction to normal human development over the life span. Concepts, issues, and theories of human growth and development are explored within the context of a multi-disciplinary systems approach. The focus is on the interrelation of physical, cognitive, and socio-emotional changes in the individual over the life span. (English Placement Levels: EN 093/094)

   E. **Degree or Certificate Requirements Met by Course**
      PY 201 is a required course for the A.S. in Nursing.
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F. Course Activities and Design
This course incorporates lectures, small-group discussions and other
group activities, oral presentations, guest speakers, interviews,
audiovisual presentations, take-home assignments, periodic quizzes, a
research paper, and a final exam.

4. Course Prerequisite(s); Concurrent Course Enrollment;
   Required English/Mathematics Proficiency Level(s):
   English Placement Levels: EN 093/094

   Course Prerequisite: PY 101 or instructor’s approval.

5. Estimated Cost of Course; Instructional Resources Needed:
   To the Student: Tuition for a 3-credit course; the cost of the textbook;
   and instructional materials fee.

   To the College: Instructor’s salary.

   Instructional resources needed for this course include chalk and
   chalkboard, TV/VCR and videotaped programs, overhead projector and
   transparency film, index cards, photocopying, and other materials, as may
   be necessary.

6. Method of Evaluation
   Student learning is evaluated on the basis of class participation, oral
   presentations, take-home assignments, quizzes, a research paper, and a
   final exam. NMC’s letter grading and attendance policies will be followed.
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7. Course Outline
This is a topical outline and does not necessarily indicate the sequence in which the material is presented.

1.0 The Study of Human Development
   1.1 The science and its goals
   1.2 Developmental processes: Change and stability
   1.3 Aspects of development
   1.4 Periods of life span
   1.5 Influences on development

2.0 Theory and Research
   2.1 Basic theoretical issues
   2.2 Which is more important: Heredity or environment?
   2.3 Is development active or passive?
   2.4 Theoretical perspectives
      2.4.1 Psychoanalytical
      2.4.2 Learning
      2.4.3 Humanistic
      2.4.4 Cognitive
   2.5 Research Methods
      2.5.1 Sampling
      2.5.2 Data collection
      2.5.3 Basic research designs
      2.5.4 Ethics in research

3.0 Forming a New Life
   3.1 Conceiving a new life
   3.2 Mechanism of heredity
   3.3 Nature and nurture
   3.4 Prenatal development
      3.4.1 Stages of prenatal development
      3.4.2 Environmental influences
      3.4.3 Prenatal assessment and intervention
      3.4.4 Prenatal care

4.0 Physical Development during the First Three Years
   4.1 The birth process
      4.1.1 Stages of childbirth
      4.1.2 Methods of delivery
      4.1.3 Settings and attendants for childbirth
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4.2 The newborn baby
   4.2.1 Size and appearance
   4.2.2 Body systems
   4.2.3 States of arousal: Body cycles

4.3 Survival and health
   4.3.1 Medical and behavioral assessment
   4.3.2 Complications of childbirth
   4.3.3 Death during infancy
   4.3.4 Immunizations

4.4 Early physical development

5.0 Cognitive Development during the First Five Years
   5.1 Studying cognitive development: Classic approaches
   5.2 Studying cognitive development: Newer approaches
   5.3 Language development

6.0 Psychosocial Development during the First Three Years
   6.1 Foundations of psychosocial development
   6.2 Development issues in infancy
   6.3 Development issues in toddlerhood
   6.4 Contact with other children
   6.5 Children with working parents

7.0 Physical and Cognitive Development in Early Childhood
   7.1 Aspects of physical development
      7.1.1 Bodily growth and change
      7.1.2 Nutrition
      7.1.3 Sleep patterns and problems
      7.1.4 Motor skills
      7.1.5 Health and safety
   7.2 Cognitive development
      7.2.1 Piagetian approach: The preoperational child
      7.2.2 Language
      7.2.3 Memory
      7.2.4 Intelligence
      7.2.5 Early childhood education

8.0 Psychosocial Development in Early Childhood
   8.1 The developing self
   8.2 Gender
   8.3 Play: The business in early childhood
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8.4 Parenting
8.5 Relationships with other children

9.0 Physical and Cognitive Development in Middle Childhood
9.1 Aspects of physical development
  9.1.1 Growth
  9.1.2 Nutrition
  9.1.3 Motor development
  9.1.4 Health and safety
9.2 Cognitive development
  9.2.1 Piagetian approach: The concrete operational child
  9.2.2 Other approaches to cognitive development
  9.2.3 Language and literacy
  9.2.4 The child in school

10.0 Psychosocial Development in Middle Childhood
10.1 The developing self
10.2 The child in the family
10.3 The child in the peer group
10.4 Mental health

11.0 Physical and Cognitive Development in Adolescence
11.1 Physical development
  11.1.1 Puberty
  11.1.2 Physical and mental health
11.2 Cognitive development
  11.2.1 Cognitive maturation
  11.2.2 Piaget's stage of formal operations
  11.2.3 Moral reasoning: Kohlberg's theory
  11.2.4 Educational and vocational issues

12.0 Psychosocial Development in Adolescence
12.1 The search for identity
12.2 Sexuality
12.3 Relationships with family, peers, and adult society

13.0 Physical and Cognitive Development in Young Adulthood
13.1 Aspects of physical development and health
  13.1.1 Health and fitness
  13.1.2 Sexual and reproductive issues
13.2 Perspectives in adult cognition
13.3 Moral development
13.4 Education and work

14.0 Psychosocial Development in Young Adulthood
   14.1 Psychosocial development
   14.2 Foundations of intimate relationships
   14.3 Nonmarital and marital lifestyles
   14.4 Family life

15.0 Physical and Cognitive Development in Middle Adulthood
   15.1 Physical changes
   15.2 Health and health concerns
   15.3 Cognitive development
      15.3.1 Adult cognition
      15.3.2 Creativity
      15.3.3 Work and education

16.0 Psychosocial Development in Middle Adulthood
   16.1 Looking at the life course in middle age
   16.2 The self at midlife
   16.3 Changes in relationships at midlife
   16.4 Consensual relationships
   16.5 Relationships with maturing children
   16.6 Other kinship ties
   16.7 Grandparenthood

17.0 Physical and Cognitive Development in Late Adulthood
   17.1 Physical development
      17.1.1 Aging
      17.1.2 Physical changes
      17.1.3 Health status and health care
      17.1.4 Mental and behavioral problems
   17.2 Cognitive development
      17.2.1 Intelligence
      17.2.2 Memory
      17.2.3 Wisdom
      17.2.4 Lifelong learning

18.0 Psychosocial Development in Late Adulthood
   18.1 Theory and research on psychosocial development
   18.2 Lifestyle and social issues related to aging
      18.2.1 Work, retirement, and leisure
      18.2.2 Living arrangement
      18.2.3 Social contact
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18.2.4 Relationships and health
18.2.5 Roles of family and friends
18.2.6 Consensual relationships
18.2.7 Nonmarital kinship ties
18.2.8 Dealing with death
8. **Instructional Goals**
This course will introduce students to:

1.0 A global perspective of the life-span;

2.0 The history and studies of human development;

3.0 The theories of human behavior;

4.0 Preventative health measures for pre- and postnatal development;

5.0 The social, physiological, and psychological stages of human growth and development throughout the life span;

6.0 Current research studies in the area of intellectual and personality development throughout the life span;

7.0 Dealing with aging and degenerative diseases, i.e. Alzheimer's;

8.0 Current theories in the study of death and dying;

9.0 Controversial issues of death and dying; and

10.0 To provide a learning environment in which students can apply critical thinking skills to real-life situations addressed by the course, and can demonstrate their assimilation of course content through reading and writing proficiency.

9. **Student Competencies**
Upon successful completion of this course, students will be able to:

1.0 Explain the life-span from a multicultural prospective;

2.0 Identify and understand the basic terminology, principles, theories, issues in the field of human growth and development;

3.0 Recognize and explain the leading theories in the field of human behavior;

4.0 Prioritize issues considered of particular importance in successful pre- and postnatal development;
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5.0 Develop an increased understanding of the dynamic social, physiological, and physiological factors that influence the process of development throughout the life span;

6.0 Discuss current research studies in the area of intellectual and personality development;

7.0 Discuss the changes in life-style associated with the process of aging;

8.0 Identify and understand the physical, psychological, and emotional changes accompanying the closing years of life or a terminal illness;

9.0 Discuss issues of death and bereavement; and

10.0 Demonstrate the ability to apply critical thinking skills to real-life situations addressed by the course.