

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2004

Type of Action:

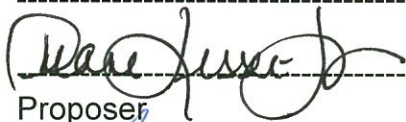
New
X Modification
Cancellation

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.



10-10-03

Proposer

Date



Department Chair

10-10-03

Date



English and Format Reviewer

12/16/03

Date



Academic Council Chair

12/16/03

Date



Dean of Academic Programs and Services

12/17/03

Date

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Course: PY 201 Human Growth and Development

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:

Papalia, Diane E., Sally Wendkos Olds, and Ruth Duskin Feldman.
Human Development. 8th ed. New York: McGraw Hill, 2001.

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

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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

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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.