

Northern Marianas College

CURRICULUM ACTION REQUEST

Course: PY201 Human Growth and Development

Effective Semester / Session: Spring 2022

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

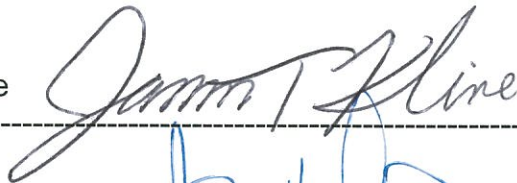
Course Alpha and Number: PY201

Course Title: Human Growth and Development

Reason for initiating, revising, or canceling:

The course guide has not been modified since 2003. Key changes in this modification include a textbook change, a more simplified course outline, and a revision of the student learning outcomes.

Dr. Jim Kline

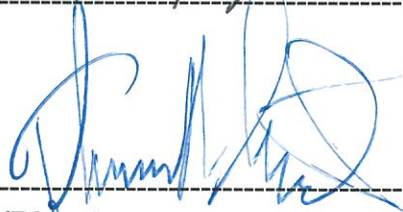


10-15-21

Proposer

Date

Thomas Sharts



10/16/21

Department Chair/Director

Date

Adam Walsh



10.15.21

Language & Format Review Specialist

Date

Ajani Burrell

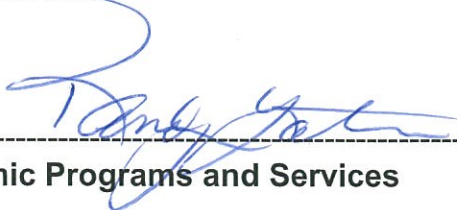


10.15.21

Academic Council Chair

Date

Dr. Randy Yates



19 Oct 21

Dean of Academic Programs and Services

Date

Course: PY201 Human Growth and Development

1. Department

Social Sciences and Fine Arts

2. Purpose

This course is necessary to provide more detailed information about human growth and development beyond the scope of information covered in PY101 General Psychology. The current revision of the course guide takes into consideration more emphasis upon the challenges associated with the various stages of development and strategies for mastering these challenges.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Newman, B. & Newman, R. (2018). Development Through Life: A Psychosocial Approach, 13th ed., (2018), Boston, MA: Cengage Learning.

Recommended: None

B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester
2. **Lab:** None
3. **Other:** None

C. Credits

1. **Number:** 3
2. **Type:** Regular Degree Credits

D. Catalogue Course Description

This course is an introduction to normal human development over an entire person's 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 psychosocial changes throughout a person's life. Prerequisites: EN101 (Offered Fall/Spring).

E. Degree or Certificate Requirements Met by Course

PY201 is a required course for the A.S. in Nursing and A.A. in Liberal Arts: Health and Physical Education emphasis. It also fulfills the Social Sciences elective for Liberal Arts.

F. Course Activities and Design

Course activities include: lectures, quizzes, discussions, student presentations, essay assignments, and a final class project.

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4. Course Prerequisite(s); Concurrent Course Enrollment

Prerequisites: PY101 or PY102 are recommended but not required and can be taken concurrently with this course.

Concurrent Course Enrollment: None

Required English/Mathematics Proficiency Level(s)

English Placement Level: EN101

Mathematics Placement Level: None

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3-credit hour course, cost of the textbook, and any applicable fees.

Cost to the College: Instructor's salary and/or any additional costs to NMC.

Instructional resources needed for this course include: whiteboard and markers, projector, and computer.

6. Method of Evaluation

Student evaluation of learning will be based on quizzes and exams, homework, research assignments, and an oral presentation. NMC's 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 will be presented.

- 1.0 The Study of Human Development
 - 1.1 Interaction of the biological, cognitive, and psychological systems
 - 1.2 Life span from pre-birth through elderhood
 - 1.3 Influences on development

- 2.0 Major Theories for Understanding Human Development
 - 2.1 Basic theoretical issues
 - 2.1.1 Psychoanalytic
 - 2.1.2 Behavior/Learning
 - 2.1.3 Cognitive
 - 2.1.4 Cultural/Social role
 - 2.1.5 Systems
 - 2.1.6 Evolutionary/Biological
 - 2.1.7 Psychosocial

- 3.0 Forming New Life/Prenatal Development
 - 3.1 Heredity
 - 3.2 Stages of prenatal development
 - 3.3 Birth process
 - 3.4 Cultural context of pregnancy and childbirth

- 4.0 Infancy (First 24 Months)
 - 4.1 Newborns and the role of caregivers
 - 4.2 Physical and cognitive developmental tasks
 - 4.3 Psychosocial crisis: trust versus mistrust
 - 4.3.1 Central process for resolving the crisis: mutuality with caregiver

- 5.0 Toddlerhood (Ages 2 to 4 Years)
 - 5.1 Physical and cognitive developmental tasks
 - 5.2 Psychosocial crisis: autonomy versus shame and doubt
 - 5.2.1 Central process for resolving the crisis: imitation

- 6.0 Easy School Age (4 to 6 Years)
 - 6.1 Physical and cognitive developmental tasks
 - 6.2 Gender roles/gender identification
 - 6.3 Moral development
 - 6.4 Self-Identity
 - 6.5 Psychosocial crisis: initiative versus guilt
 - 6.5.1 Central process for resolving the crisis: identification

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- 7.0 Middle Childhood (6 to 12 Years)
 - 7.1 Physical and cognitive developmental tasks
 - 7.2 Friendship and social development
 - 7.3 Psychosocial crisis: industry versus inferiority
 - 7.3.1 Central process for resolving the crisis: education

- 8.0 Early Adolescence (12 to 18 Years)
 - 8.1 Physical and cognitive developmental tasks
 - 8.1.1 Puberty and physical maturation
 - 8.2 Cognitive tasks
 - 8.2.1 Cognitive tasks
 - 8.2.2 Criticisms of Piaget's Theory
 - 8.3 Emotional development
 - 8.4 Psychosocial crisis: group identity versus alienation
 - 8.4.1 Central process for resolving the crisis: peer pressure

- 9.0 Later Adolescence (18 to 24 Years)
 - 9.1 Developmental tasks
 - 9.1.1 Autonomy from caregivers
 - 9.1.2 Becoming self-sufficient
 - 9.1.3 Moral and evolutionary maturity
 - 9.2 Psychosocial crisis: individual identity versus identity confusion
 - 9.2.1 Central process for resolving the crisis: role experimentation

- 10.0 Early Adulthood (24 to 34 years)
 - 10.1 Developmental tasks
 - 10.1.1 Expanding views of social roles
 - 10.1.2 Determining life course
 - 10.1.3 Maslow's Theory of self-actualization
 - 10.1.4 Exploring committed intimate relationships
 - 10.1.5 The question of establishing a family
 - 10.1.6 Striving for work/life balance
 - 10.2 Psychosocial crisis: intimacy versus isolation
 - 10.2.1 Central process for resolving the crisis: mutuality among peers

- 11.0 Middle Adulthood (34 to 60 Years)
 - 11.1 Developmental tasks
 - 11.1.1 Midlife career changes
 - 11.1.2 Balancing work and family life
 - 11.1.3 Nurturing an intimate relationship
 - 11.2 Psychosocial crisis: generativity versus stagnation
 - 11.2.1 Central process for resolving crisis: Interaction and creativity

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- 12.0 Later Adulthood (60 to 75 Years)
 - 12.1 Developmental tasks
 - 12.1.1 Life goals and life satisfaction
 - 12.1.2 Disability and health issues
 - 12.1.3 Death anxiety issues
 - 12.2 Psychosocial crisis: integrity versus despair
 - 12.2.1 Central process for resolving the crisis: introspection

- 13.0 Elderhood (75 Until Death)
 - 13.1 Developmental tasks
 - 13.1.1 Coping with physical changes and aging
 - 13.1.2 Health, illness, and functional dependence issues
 - 13.2 Psychosocial crisis: Immortality versus extinction
 - 13.2.1 Process of dying
 - 13.2.2 Confronting one's death
 - 13.2.3 Central process for resolving the crisis: social support

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8. Instructional Goals

The course will introduce students to:

- 1.0 A global perspective of the human life span from pre-birth to elderhood;
- 2.0 The history and theories associated with human development;
- 3.0 Physiological and cognitive changes associated with stages of human development;
- 4.0 Psychosocial crises for the various stages of human development and strategies for resolving the crisis for each stage;
- 5.0 Preventive health strategies for pre- and postnatal development;
- 6.0 Current issues and studies associated with death and dying; and
- 7.0 Critical thinking skills applicable to real-life situations.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Describe basic terminology in the field of human growth and development;
- 2.0 Identify various measurements used to determine pre- and postnatal health;
- 3.0 Identify the various stages of human development throughout a person's life span;
- 4.0 Describe the challenges associated with the various stages of development throughout a person's life span; and
- 5.0 Apply critical thinking skills to providing solutions to challenges associated with various stages of development throughout a person's life span.

10. Assessment Measures of Student Learning Outcomes

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Quizzes & Tests;
- 2.0 Research Assignment;
- 3.0 Short Essay Assignments; and
- 4.0 Oral Presentation.