

# Common Course Outline

EDTR/PSYC 103

Principles of Human Growth and Development

3 Semester Hours

## The Community College of Baltimore County

### Description

Human Growth and Development (EDTR/PSYC 103) focuses on the scientific study of the biological, psychological, and social changes, which occur over the human life span from conception until death. Topics addressed in this course include the effects of heredity and culture on human behavior and mental processes during prenatal development, infancy, childhood, adolescence, and adulthood.

Prerequisites: **PSYC 101**

### Overall Course Objectives

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

1. Demonstrate they have learned the fundamental theoretical perspectives, principles, concepts, vocabulary and methodology for each of the topics listed in the "Major Topics" section of this syllabus.
2. Compare, contrast and evaluate the major theoretical perspectives in developmental psychology.
3. Analyze, and evaluate information on human development found in film, television, radio, print, and information technology resources.
4. Apply concepts concerning human development to one's own experiences, the workplace, and a culturally diverse community.
5. **Critically analyze and apply developmental theories and research data in evaluating alternatives and making personal and workplace decisions that are developmentally appropriate and culturally appreciative.**
6. Communicate the understanding of human development concepts in written, oral, and/or signed format.
7. **Describe the relevance of ethnicity, gender, religion, age and race to understanding differences in such areas of human development as parenting styles, sexual expression, relationship patterns, treatment of infants adolescents and later adults, work, gender roles, death, dying and bereavement and other topic areas.**
8. Demonstrate knowledge of informational technology tools for accessing interpreting and expressing knowledge of developmental psychology in a rapidly changing world.
9. Develop the skills to analyze their strengths and weaknesses as learners.
10. Recognize that psychological information in human development is continually evolving which requires the ability to pursue lifelong learning both independently and collaboratively.

11. Explain different psychological constructionist viewpoints about knowledge as either independently and/or socially constructed by the learner.
12. Describe the various methods of research used to study people at different phases of development.
- 13. Analyze how the physical, psychological, cognitive, and social aspects continue to change over the lifespan.**

### Major Topics

1. Research methods used in studying human development.
2. **Theoretical perspectives in human development.**
  - Psychodynamic
    - Freud
    - Erikson
  - Behavioral
    - Classical Conditioning
    - Operant Conditioning
    - Social Learning theory
  - Cognitive
    - Piaget
    - Information Processing Approach
    - Schaie – Life Span Model of Cognitive development
  - Evolutionary/Sociobiological
    - Ethology
  - Contextual
    - Bronfenbrenner’s Bioecological Theory
    - Lev Vygotsky’s Sociocultural Theory
3. Hereditary influences upon human development
4. The role of family and culture in human development
5. Prenatal development
6. **Physical, psychological, social, cognitive, and personality development during the following stages:**

#### **A. Infancy/Toddlerhood**

- B. Early Childhood
- C. Middle Childhood
- D. Adolescence
- E. Young Adulthood
- F. Middle Adulthood
- G. Late Adulthood

#### **7. \* Moral Development (Kohlberg) and possible gender differences in models of morality (Gilligan)**

#### **8. \* Theories of intelligence (Sternberg,**

#### **9. \* Normal cognitive crisis model/Timing of events**

#### **10. \* Intelligence structures**

#### **11. \* Security and relationships Theories of love and**

##### **b. attraction**

##### **prien**

##### **d. tatio**

##### **e. marriage/divorce**

##### **(time/age)**

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12. \*
13. \*Potato/ground beef
14. \*Gender differences in growth and
15. \*Development
16. \*Attitudes toward the
17. \*Applications of Human Growth and Development to teaching, nursing, counseling and other fields.
18. \*Death, dying, and bereavement

### Course Requirements

Faculty will provide numerous feedback opportunities to students including:

- a) At least
- b) ~~At least~~ <sup>One</sup> critical thinking written assignment (at least 1000 words) based on ~~psychological~~ <sup>psychological</sup> research articles, infotech sources, film, television, media, or a service learning project as they pertain to topics in human development.
- c) At least one additional written or oral presentation resulting from a collaborative classroom, computer or laboratory activity relating to human development.
- d) Completing learning styles/learning modalities activities to assess their strengths and weaknesses as learners.

### Other Course Information

1. PSYC 101 is a Social and Behavioral Sciences General Education core course and an Arts and Sciences elective.
2. Students are responsible for conforming to the college attendance and conduct policies.