

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology _____

Course No. PD515 _____

Title of Course: Human Growth and Development _____ Date: August 1, 2015

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course): The course provides a description of the normal progression of motor, sensory, language, cognitive, social, and emotional development and of developmental milestones. (3)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Understand the basic facts, terminology, principles, and controversies that are central to lifespan developmental psychology.
- 2) Understand the administration of a range of tests that assess stages of development and write a full developmental report.
- 3) Understand the major research methods used in developmental psychology, and the advantages and limitations of each.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe and explain the interaction between genetic and environmental influences on human development.
- 2) The student will describe and explain the role of culture in shaping development, and explain how to use clinical evaluation techniques in a culturally sensitive manner.
- 3) The student will describe family, school, and peer influences on human development.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

COURSE TITLE	Human Growth and Development
CODING	PSY 515
CREDIT HOURS	3 credits
CONTACT HOURS	45
PREREQUISITE	None
PROFESSOR	See Job Description. Child Clinical Psych. or Human Development
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION:

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional. Various developmental scales and psychometric instruments will be taught during the semester.

GENERAL OBJECTIVES:

At the end of the course, students should be able to:

1. Explain with mastery the basic facts, terminology, principles and controversies that are central to lifespan developmental psychology.
2. Demonstrate knowledge in administering a full range of test that assess stages of development and write a full developmental report.
3. Demonstrate understanding of the major research methods used in a scientific approach to developmental psychology, and explain the advantages and limitations of each one.

SPECIFIC OBJECTIVES:

1. Explain with mastery the developmental theories that are currently influential in the study of human development.
2. Show basic understanding of the interaction between genetic and environmental influences of human development.
3. Discuss the theories and empirical findings that explain cognitive and social development across the lifespan.
4. Analyze current issues on family, school and peer influences on human development.
5. Identify critical developmental periods and major developmental milestones that occur between conception and death, in all areas of human nature; i.e. psychological, cognitive, social, and emotional.
6. Demonstrate comprehension and ability to discuss research papers in the developmental literature; their strengths, limitations, and implications for everyday life.
7. Practice and develop critical thinking skills, and written communications skills.
8. Find ways to apply developmental theories and empirical findings to everyday life.
9. The unique social and cultural context of Puerto Rico presents challenges and opportunities in the application of psychological theories and methods often developed in social and cultural contexts different from ours. To this effect, two key objectives of this course are (a) to promote careful reflection as to the philosophical convergences and contrasts that the human development may present with our local context and (b) to develop the skillful application of

evaluation techniques in children by demonstrating how it/they can be culturally responsive towards those we serve.

COURSE CONTENT

PART 1: DEVELOPMENTAL THEORIES AND METHODOLOGIES

A. Concepts and theoretical framework in developmental psychology

1. Introduction to the course
2. Fundamental concepts:
 - Epistemology
 - Nature vs. nurture
 - Critical periods, plasticity and adaptability
 - Continuous vs. stage development
 - Others

Assigned readings:

Santrock, J. W. (2007). Chapter 1

3. Theoretical approaches to human development:
 - Biological influence: genetic unfolding and CNS maturation
 - Psychoanalytic theories
 - Cognitive theories
 - Learning theories
 - Humanistic theories
4. Milestone theories in developmental psychology

Assigned readings:

Santrock, J. W. (2007). Chapter 2

5. Research Strategies and Methodology

Brief discussion of the scientific methods used in the field:

- Experimental
- Longitudinal
- Cross-sectional
- Correlational
- Case study and
- Observational

Assigned readings:

Santrock, J. W. (2007). Chapter 1

PART 2: LIFESPAN FROM BEGINNINGS THRU END OF LIFE

A. Beginnings and early childhood

1. Prenatal and perinatal influence
2. Genetic endowment to human development
3. Development of brain and the nervous system
4. Physical development during the first three years and early childhood

5. Cognitive development during the first three years and early childhood
6. Psychosocial development during the first three years and early childhood

Assigned readings:

Santrock, J. W. (2007). Chapter 2 & 5

B. Assessment of development in childhood

1. Developmental Indicators for the Assessment of Learning – 4th edition. (DIAL -4)
2. Beery – Buktenica Developmental Test of Visual – Motor Integration (VMI)
3. One Word (expressive and receptive)

C. Language development

Assigned readings:

Santrock, J. W. (2007). Chapter 9

D. Cognitive development

Assigned readings:

Santrock, J. W. (2007). Chapter 6, 7 & 8

E. Social Development

Assigned readings:

Santrock, J. W. (2007). Chapter 14, 15 & 16

F. Emotional Development

Assigned readings:

Santrock, J. W. (2007). Chapter 10, 11, 12 & 13

G. Endings

1. Death and Grieving

Assigned readings:

Santrock, J. W. (2007). Chapter 17

TEACHING STRATEGIES AND ACTIVITIES

Lectures

Audiovisual resources

Class discussion of assigned reading and projects

Occasionally, guest speakers will be invited to lecture

RESOURCES

Audiovisual media

Educational Videos

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

1. Attendance and participation in the critical thinking discussion group (5%)
2. Midterm (25%)
3. Final Exam- Partial (25%)

4. Theory Presentation (10%). Each student will present on one (1) of the major developmental theories.
 - This presentation will have a maximum duration of 15 minutes.
 - It will include: a brief presentation of the author, the core assumptions, stages (if any), major strengths & weaknesses from the literature and personal, and at least one current application of the theory.
 - Students will present the professor an outline of his/her presentation one class before the presentation. This way I can make sure you are on the right track.
 - Students will distribute a one page summary (hand-out) of the content of his/her presentation to his/her classmates.
 - Grades will be based on: quality and accuracy of the content, evidence of comprehension, depth of analysis and practical application, and quality of the oral presentations.
5. Developmental Report (25%)
6. Research in elderly population (10%)

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Attendance and participation in class discussions will be evaluated. Absence affects negatively group discussions since in many instances the course dynamics imply activities that require the presence of everyone. The professor will take 2 points for each absence. An excused absence is defined as an absence that involves an illness of self or close relative, events of nature, or life threatening situations. These must be justified in an affirmative manner through official documents.

TEXTBOOK

Santrock, J. W. (2007). A Topical Approach to Life-Span Development, Third Edition. California: McGraw Hill.

BIBLIOGRAPHY

- Ainsworth, M. (1993). *Patterns of Infant Attachment as Related to Maternal Care*. In Magnusson & Allen, V. (Eds.). *Human Development: An International Perspective*. New York: Academic Press.
- Beery, K. & Beery, N. (2006). *The Beery Buktenica Developmental Test of Visual – Motor Integration 5th edition*. Minneapolis, MN: NCS Pearson, Inc.
- Berd, M. (2005). *Claves de la Psicología Evolutiva Infancia y Juventud*. Barcelona, España: Herder Editorial SL
- Bengston, V. & Warner, K. (1999). *Handbook of Theories of Aging*. New York, NY: Springer Publishing Company.
- Bialystok, E. & Craik, F. (2006). *Lifespan Cognition: Mechanisms of Change*. New York, NY: Oxford University Press.
- Bornstein, M. & Lamb, M. (1999). *Developmental Psychology: An Advanced Textbook 4th Edition*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Publishers.
- Boyley, N. (1993). *Boylee Scales of Infant Development 2nd Edition*. San Antonio: Psychological Corporation.
- Bronson, M. (2000). *Self regulation in early childhood: Nature and Nurture*. New York: The Guilford Press.
- Craig, G. J. (2001). *Desarrollo Psicológico 8 va Edición*. México: Prentice Hall, Inc.
- Davies, D. (2004). *Child Development: A Practitioner's Guide 2nd Edition*. New York: The Guilford Press.
- Daly, K. (2007). *Qualitative Methods for Family Studies & Human Development*. Thousand Oak, CA: SAGE Publications.
- Greenspan, S. (2004). *Greenspan Social – Emotional Growth Chart*. San Antoni, TX: Harcourt Assessment.
- Hoare, C. (2006). *Handbook of Adult Development and Learning*. New York, NY: Oxford University Press.
- Hughes, F. (2010). *Children, Play, and Development*. California: Sage Publications.
- Lamb, M. (2004). *The Role of the Father in Child Development 4th ed*. New Jersey: John Wiley & Sons, Inc.
- Mardell, C. & Goldenberg, D. (1998). *Developmental Indicators for the Assessment of Learning – 3rd edition*. Circle Pines, MN: AGS Publications.
- Miller, P. H. (2002). *Theories of Developmental Psychology 4th Edition*. New York: Worth Publishers.
- Miller, S. (2007). *Developmental Research Methods – 3rd edition*. Thousand Oaks, CA: SAGE Publications.

- Murray, R. (2001). *Recent Theories of Human and Development, 4th Ed.* California: Sage Publications.
- Novak, G. & Peláez, M. (2004). *Child and Adolescent Development a Behavioral Systems Approach.* Thousand Oaks, CA: SAGE Publication.
- Rice, F. P. (1997). *Desarrollo Humano: Estudio del Ciclo Vital 2da Edición.* Méjico: Prentice Hall Inc.
- Salkind, N. J. (2004). *An Introduction to Theories of Human Development.* London: Sage Publications.
- Santrock, J. W. (1997) *Children.* USA: Brown & Benchmark Publishers.
- Santrock, J. W. (2007) *A Topical Approach to Life – Span Development – 3rd edition.* New York, NY: McGraw Hill Company.
- Sigelman, C. K. & Rider, E. A. (2003). *Life-Span Human Development 4th Edition.* Belmont, CA: Wadsworth Publishing.
- Slater, A. & Lewis, M. (2004). *Introduction to Infant Development.* New York, NY: Oxford University Press.
- Sroufe, L.A, Egeland, B., Carlson, E. A. & Collins, W. (2005). *A.The Development of the Person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood.* New York: The Guilford Press.
- The NICHD Early Child Care Research Network. (2005). *Child Care and Child Development: Results from the NICHD Study of Early Child Care and Youth Development.* New York: The Guilford Press.

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: 1. "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.