

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course explores theories and research in human development. Topics include physical, language, intellectual, moral, personality, social, and emotional development as they relate to the human services professional.

Course Overview:

Human Development integrates applied, professional, and academic perspectives on key theories, issues, and concepts relating to human development. The course describes in detail the human progression from birth to death with respect to physical, cognitive and social aspects of development. The course distinguishes four main developmental stages that span life from in-utero to death: Prenatal/infancy/early childhood, school-age/adolescence, early/middle adulthood, and late adulthood/death. The course embodies a practical approach to the integration of basic human services concepts and common societal issues that supports future coursework and professional practice. An emphasis on professional activities and case studies/scenarios provides substantive application of course materials and weaves together concepts and substance in a manner that constitutes an effective scaffold learning approach to topics such as culture and diversity, communication and analytic skills, human services concepts, and organizational influences.

Course Learning Outcomes:

1. Explain important theories and concepts relating to early, middle, and late human development in the physical, cognitive, and behavioral dimensions.
2. Analyze social aspects and relationships throughout the lifespan.
3. Appraise the lifespan development of an individual through their personal career choice, occupational transitions, and ultimately retirement.
4. Understand the physical, psychological, and psycho-social aspects of late aging, death, dying, and grief.
5. Appraise concepts and cases related to diversity, special populations, and multicultural human development.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Kail, R. V., & Cavanaugh, J. C. (2019). *Human development: A life-span view* (8th ed.). Boston, MA: Cengage Learning. ISBN-13: 9781133943440

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1, 2, & 3 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (125 points)

Option #1: Childbirth and Baby Care Class Pamphlet

You are a human services worker meeting with 16-year-old Kathy who is seven months pregnant. You are trying to educate Kathy on the benefits of attending a series of childbirth and baby care classes that you have arranged for her to take. Baby Audrey will be born in approximately eight weeks, and Kathy has attended only half of one session, which comprised one and a half of the 18 hours of required class time. After you meet with Kathy, she still refuses to attend the classes, so you decide to provide her with a pamphlet that will provide education on pregnancy self-care and newborn care essentials.

Create a pamphlet that you will give to Kathy and other young mothers in similar circumstances, describing information from this week's textbook readings and other sources that will help mothers through the prenatal stage and facilitate proper knowledge of, and attention to, their care and safety and those of the newborn babies.

Your pamphlet should be 2 pages (1-page, front and back) in length and conform to CSU-Global Guide to Writing and APA. You may include a combination of text and images. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Option #2: Scenario-Based Case Notes: Kathy

You are a human services worker meeting with 16-year-old Kathy who is seven months pregnant. You are trying to educate Kathy on the benefits of attending a series of childbirth and baby care classes that you have arranged for her to take. Baby Audrey will be born in approximately eight weeks, and Kathy has attended only half of one session, which comprised one and a half of the 18 hours of required class time. After you meet with Kathy, she still refuses to attend the classes, so you decide to provide her with a pamphlet that will provide education on pregnancy self-care and newborn care essentials.

Create a set of case notes that you will go over with Kathy and other young mothers in similar circumstances, describing information from this week's textbook readings and other sources that will help mothers through the prenatal stage and facilitate proper knowledge of, and attention to, their care and safety and those of the newborn babies.

Your case notes do not need to be structured like a traditional written paper, but should be 2-3 pages in length. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references. Include a reference page that conforms to CSU-Global Guide to Writing and APA.

Mastery Exercise (10 points)

Module 2

Readings

- Chapters 4 & 5 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 3

Readings

- Chapters 6 & 7 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Live Classroom (0 points)

Mastery Exercise (10 points)

Module 4

Readings

- Chapters 8 & 9 in *Human Development: A Life-Span View*
- National Eating Disorders Association. (n.d.). Warning signs & symptoms. Available online at <https://www.nationaleatingdisorders.org/warning-signs-and-symptoms>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (125 points)

Option #1: Identity Development Journal: Adolescence

Compile Create a journal entry (2-4 pages) with personal reflections on your experience as an adolescent that pertain to your identity development. How did your personal adolescent experience compare to developmental theories (Erikson) that we have learned about in this unit?

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Option #2: MindTap Case Study: Tiana

First, complete the following activities in MindTap:

- Explore: Chapter 9 Investigate Development: Gender in Schooling
- Decide: Chapter 9 Investigate Development: Gender in Schooling
- Defend: Chapter 9 Investigate Development: Gender in Schooling

Think about the factors that influenced your recommendations for Tiana and why did you choose the option(s) that you did. Then, record a video of yourself addressing the following key areas:

- What does it mean to be transgender?
- What sorts of medical interventions do transgender individuals typically undergo?
- What are the social and psychological risks associated with being transgender?
- What are the legal responsibilities of schools with respect to transgender students?

Your recorded video should be between 5-7 minutes total. Separately, submit a list of all references you utilized to help with your responses. Ensure that your reference list conforms to CSU-Global Guide to

Writing and APA. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Mastery Exercise (10 points)

Module 5

Readings

- Chapters 10 & 11 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 6

Readings

- Chapters 12 & 13 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (120 points)

Option #1: Supervision Staffing Notes: The Case of Dean

Dean is 49 and has a brand-new sports car, a new look, new interests, and has turned to extracurricular activities—he has become less interested in being with Leah, his wife of 25 years, and suddenly more interested in going to night clubs to drink, dance, and gain the attention of younger women. After experiencing burn-out a few years ago and being laid-off from his job, Dean took time off to return to school. He earned a graduate degree and then had to begin his new career at a lower level and work his way up. Dean makes more money than he did in his previous career but does not yet have the same status he enjoyed on his old job. Retirement is still many years away, and he has plenty of time to succeed in his new role and even possibly become a partner in the firm.

You are a life coach intern at Hope Bridges Life Coaching. You have been working in individual sessions with Dean for two weeks. Your internship supervisor requests that during your next supervision session, you come prepared to staff Dean's case by first evaluating the concept of a normative crisis that occurs in middle age by exploring credible sources. Your supervisor also requests that you address each of the following items in your next supervision session:

1. Refer to and apply Erikson's theory on midlife crisis.
2. Relate Erikson's work specifically to personal priority rearrangements that may occur in middle adulthood.
3. Explain how the concept of midlife crisis relates to lives of midlife males, transgender individuals, and females.

You may review the commentary provided in this week's textbook readings regarding Erikson's theory.

Your staffing notes should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Option #2: MindTap Activity Bundle

For this Critical Thinking assignment option, please complete *all five* of the following activities in MindTap:

1. Chapter 13 Mastery Training
2. Chapter 13 Video: Caring for Aging Parents
3. Chapter 13 Spotlight on Research: Designing Software for Middle-Aged and Older Nonexperts
4. Chapter 13 Linking Research to Life: Menopausal Hormone Therapy

Then, reflect upon your experiences by submitting a paper between 2-4 pages in which you address all of the following components for each of the above activities:

Describe the Activity:

- **What was it named?** Video: Empty Nest, Mastery Training, etc.
- **What Did You Observe?** *Briefly* describe the activity, video contents, kinds of questions asked (if any), etc.
- **What Did You Do?** Describe what the activity involved; identify whether it was a case study, video presentation, etc.
- **Did you learn anything new?**
- **How could you use what you learned?**

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Mastery Exercise (10 points)

Module 7

Readings

- Chapters 14 & 15 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Chapter 16 in *Human Development: A Life-Span View*

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (350 points)

Option #1: Meta-analysis Lifespan Development Case Study

Throughout the course, you have explored and examined human development through the entire human lifespan. Select a human life to use as a case study. This can be you, someone you know, or someone about whose life you can gather information (such as a friend, family member, scholar, artist, politician, or celebrity). If you prefer, you may select a fictional person such as an adult character in a book, movie, etc.

The human life you select will be applied as an illustration of human development theory and concepts.

In an essay 8-10 pages in length, address the following:

- Explain how the developmental theories pertaining to physical and cognitive development that are discussed in the textbook and in the course, modules are relevant to your character's progression through the developmental stages. Discuss a minimum of two theories in your analysis.
- Explain how each of the eight stages covered in the course has played out in your subject's life and how they pertain to social aspects and relationships throughout his/her lifespan. (e.g., your subject may not have lived through the later stages of her/his own life but will have experienced those stages among family and social relationships.)
- Describe how gender and culture have impacted the human development process for your chosen subject.

Your Portfolio Project will include the following:

- Cover page in APA format,
- Introduction,
- Body of Paper,
- Conclusion, and
- Reference list in APA format.

Discuss and cite the course textbook and at least three credible or scholarly sources to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your paper should be 8-10 pages in length with document and citation formatting per the CSU-Global Guide to Writing and APA Requirements.

Option #2: Reflective Personal Case Study

Throughout the course, you have explored and examined human development through the entire human lifespan. In Option 2, you will be reflecting in-depth at your own human life experience as the case study for your reflective paper.

Your life will be applied as an illustration of human development theory and concepts.

In an essay 8-10 pages in length, address the following:

- Explain how the developmental theories pertaining to physical and cognitive development that are discussed in the textbook and in the course, modules are relevant to your progression through the developmental stages. Discuss a minimum of two theories in your analysis.
- Explain how each of the eight stages covered in the course has played out (or might play out if you are not in later stages) in your life and how they pertain to social aspects and relationships throughout your lifespan.
- Describe how gender and culture have impacted the human development process for your own life.

Your Portfolio Project will include the following:

- Cover page in APA format,
- Introduction,
- Body of Paper,
- Conclusion, and
- Reference list in APA format.

Discuss and cite the course textbook and at least three credible or scholarly sources to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your paper should be 8-10 pages in length with document and citation formatting per the CSU-Global Guide to Writing and APA Requirements.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

- 20% Discussion Participation
- 0% Opening Exercises
- 0% Live Classroom
- 8% Mastery Exercises
- 37% Critical Thinking Assignments
- 35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.