



COURSE SYLLABUS

Table of Contents

<u>Section 1: Course Information</u>	2
<u>Course Description</u>	2
<u>Course Overview</u>	3
<u>Course Workload</u>	3
<u>Course Materials</u>	3
<u>Course Topics</u>	4
<u>Intended Learning Outcomes</u>	4-5
<u>Late Work</u>	5
<u>Extra Credit</u>	5
<u>Section 2: Southeastern Policies</u>	6
<u>Section 3: Course Schedule</u>	7
<u>Aim, Learn, and Apply Descriptions</u>	7
<u>Course Schedule</u>	8-19
<u>Section 4: Assessments</u>	20-24

SECTION 1: COURSE INFORMATION

Format: Eight weeks.

Course ID: HUSV 2433

Course Title: Human Service Development Across Lifespan

College: College of Unrestricted Education – Department of Human Services

Prerequisites: HUSV 2013

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

This course will examine human development across the life-span from a human services perspective. The focus of the course will center around the various services available as they relate to the individual's life-span development from conception to death.

Course Overview

This course is intended to introduce students to human development across the life span from conception to death. The focus of this course is to understand the key theories and concepts related to human development and be able to apply them to real world professional situations.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 10.04 hours per week.

Course Materials

1. No textbook required- OER's used in the course

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

1. Theories of human development
2. Prenatal development
3. Birth
4. Infancy: physical, cognitive, and socioemotional development
5. Early childhood: physical, cognitive, and socioemotional development
6. Middle and late childhood: physical, cognitive, and socioemotional development
7. Adolescence: physical, cognitive, and socioemotional development
8. Young adulthood: physical, cognitive, and socioemotional development
9. Middle adulthood: physical, cognitive, and socioemotional development
10. Late adulthood: physical, cognitive, and socioemotional development

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

- Describe the influences of human services on human development through a variety of support agencies.
- Examine the relationship of human services with physical, biological, emotional, and environmental factors.
- Identify the theories and concepts of human development that pertain to human services.
- Apply the skills of a human services generalist by linking specific stages of the life-span with specific agencies and services.
- Evaluate research findings on human services and human development.
- Develop effective communication skills.
- Identify the needs of participants by reviewing community supports, working with participant informal systems, and assisting with community connections.

- Analyze the tasks, challenges, and opportunities of life-long human change, growth, and development.

Late Work

None accepted

Extra Credit

None accepted

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.


SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.


Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS


Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1:
XX/XX/XX - XX/XX/XX



- Explain the study of human development.
- Define physical, cognitive, and psychosocial development.
- Differentiate periods of human development.
- Explain the meaning of social cohort.
- Define culture and ethnocentrism and describe ways that culture impacts development.
- Describe the different developmental theories.
- Identify the strengths and weaknesses of each theory.
- Discuss your goals in the Human Services field.
- Justify your argument for nature v. nurture, and the combination of nature/nurture.



- [Lifespan and Development](#)
 - Module 1: Lifespan Psychology
 - Module 2: Developmental Theories
- Various learning resources provided in the course



- Discussion Forum
 - Due: Saturday, Tuesday
 - Points: 50

➤ Assignment

- Due: Tuesday
- Points: 50

MODULE 2:
XX/XX/XX - XX/XX/XX



- Define gene, chromosome, and gamete.
- Explain what determines the chromosomal sex of the child.
- Describe human development during the germinal, embryonic, and fetal periods.
- Explain problems of newborns
- Identify growth milestones during infancy.
- List and describe the six substages of sensorimotor intelligence.
- Describe stages of language development during infancy.
- Contrast styles of attachment.
- Use Erikson's theory to characterize psychosocial development during infancy.
- Discuss strategies for achieving good fit and attachment between a parent and child.
- Observe the interactions between a caregiver and an infant, and record data.



- [Lifespan and Development](#)
 - Module 3: Prenatal Development
 - Module 4: Infancy
- Various learning resources provided in the course.



➤ Discussion Forum

- Due: Saturday, Tuesday
- Points: 50

➤ Assignment

- Due: Tuesday
- Points: 50

MODULE 3:

XX/XX/XX - XX/XX/XX



- Describe growth milestones during early childhood.
- Identify examples of gross and fine motor skill development in early childhood.
- Explain preoperational intelligence.
- Describe language development in early childhood.
- Explain Erikson's stages of psychosocial development for toddlers and children in early childhood.
- Contrast models of parenting styles.
- Identify growth milestones during middle childhood.
- Describe recognized examples of concrete operational intelligence.
- Explain information processing theory of memory.
- Characterize language development in middle childhood.
- Compare preconventional, conventional, and postconventional moral development.
- Discuss views and theories on moral development.
- Write a paper that determines the causes and impact of childhood obesity



- [Lifespan and Development](#)
 - Module 5: Early Childhood
 - Module 6: Middle Childhood
- Various learning resources provided in the course.



- Discussion Forum
 - Due: Saturday (Week 3), Tuesday (Week 4)
 - Points: 50
- Assignment
 - Due: Tuesday (Week 4)
 - Points: 50
- Midterm Exam
 - Due: Tuesday (Week 4)
 - Points: 100

MODULE 4:

XX/XX/XX - XX/XX/XX



- Describe growth milestones during adolescence.
- Describe recognized examples of formal operational intelligence.
- Define puberty and list the normal sequence of events in puberty for males and females.
- Explain the changes that take place in the relationships between an adolescent and their parents and peers.
- Identify the risks faced in adolescence.
- Recognize the developmental tasks of early adulthood.
- Summarize Levinson's theory of adult transitions.
- Distinguish between formal and postformal thought.
- Describe Erikson's stage of intimacy vs. isolation.
- Identify trends in mate selection, age at first marriage, and cohabitation in the United States.
- Apply Sternberg's theory of love to specific examples of relationships.
- Discuss the concepts of friendship and love according to the Bible.
- Write a paper which analyzes the process for determining a person's identity



- [Lifespan and Development](#)
 - Module 7: Adolescence
 - Module 8: Early Adulthood
- Various learning resources provided in the course.



- Discussion Forum
 - Due: Saturday, Tuesday
 - Points: 50
- Assignment
 - Due: Tuesday
 - Points: 50

MODULE 5:
XX/XX/XX - XX/XX/XX



- List developmental tasks of midlife.
- Summarize physical changes that occur in midlife.
- Describe cognitive development in midlife.
- Explain Erikson's stage of generativity vs. stagnation.
- Describe personality changes in midlife.
- Identify work related issues in midlife.
- Differentiate between impaired, normal, and optimal aging.
- Explain the reasons for changes in life expectancies.
- Describe theories of aging.
- Identify abnormal memory loss due to Alzheimer's disease, delirium, and dementia.
- Describe Erikson's psychosocial stage for late adulthood.
- Examine caregiving for dependent older adults.
- Discuss myths regarding Ageism, and their consequences.
- Create a presentation which provides strategies for longevity.



- [Lifespan and Development](#)
 - Module 9: Middle Adulthood
 - Module 10: Late Adulthood
- Various learning resources provided in the course.



- Discussion Forum
 - Due: Saturday, Tuesday
 - Points: 50
- Assignment
 - Due: Tuesday
 - Points: 50

MODULE 6:
XX/XX/XX - XX/XX/XX



- Compare physiological, social, and psychic death.
- Identify and describe the stages of loss based on various models including that of Kubler-Ross.
- Explain the philosophy and practice of palliative care.
- Compare euthanasia, passive-euthanasia, and physician-assisted suicide.
- Discuss support strategies for bereavement and grief.



- [Lifespan and Development](#)
 - Module 11: Death and Dying
- Various learning resources provided in the course.



- Discussion Forum
 - Due: Saturday (Week 7), Tuesday (Week 8)
 - Points: 50
- Final Exam
 - Due: Tuesday (Week 8)
 - Points: 100
- Final Assignment
 - Due: Tuesday (Week 8)

○ Points: 200

SECTION 4: ASSESSMENTS

Discussion Forums

Description

Each week, students will participate in a class discussion. The discussion topics will relate to the weekly readings and will encourage the student apply what they have learned during the week as they engage with both the instructor and their fellow students. Each week students will be required to respond to the given discussion questions with a substantial post that demonstrate depth of understanding and is supported by a minimum of one cited and referenced source. A student's initial post should be at least 200 words in length. This initial post should be posted each week by Saturday at 11:59pm EST.

In addition to the initial post students must respond substantially to a minimum of two of their peer's initial posts. These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. It is expected that strong response post would be at least 100 words in length. These posts should be made each week by Tuesday at 11:59pm EST.

Total Possible Points

300

Grade Weight

32%

Exams

Description

- In module 3 you will take a multiple choice midterm exam that covers materials studied in modules 1-3.
- In module 6 you will take a multiple choice midterm exam that covers materials studied in modules 4-6.

Total Possible Points

200

Grade Weight

21%

Assignments

Description

In modules 1-5 students will complete written assignments that will be outlined in the classroom. These assignments will allow the students to apply concepts that they have read about during the corresponding week.

Total Possible Points

250

Grade Weight

26%

Final Assignment

Description

Final Assignment: Based on your own personal interest and future career goals choose one of the follow options for your final assignment:

Option 1 – Child Interview and Paper

This week you will be conducting an interview with a child and their parent. Throughout this interview you will have the chance to better understand child development, the parent's role in their child's development, as well as practice your evaluation skills as you gauge this child's level of development against the developmental milestones you have learned about in the course. The child should be between the ages of 5 and 12.

Interview of the Primary Caretaker

Prepare a set of specific questions for the parent or guardian about how their child functions and where they are developmentally. You will also want to ask questions that will enable you to discuss where the child's level of development is at for at least 4 of the following areas of development: social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor functioning.

Tips for writing your questions:

- When writing your questions they should not be ones that can be answered with a

“yes” or “no” as this will not provide you with usable insights.

- Also make sure that through your questions you collect information on at least 4 different areas of child development that you have learned about throughout this course.
- It is preferable that these interviews be conducted either in person or by phone so that you have the ability to ask follow up questions when applicable.

Interview of the Child

With the information you have gathered from your reading, your own observations of children, and your interview with the parent or caretaker, compose list of questions that you would like to ask the child to further determine his or her level of development in same 4 areas you focused on in the parental interview. You may also want to ask the child to carry out some simple tasks to help you further understand their level of development.

Try to identify this child’s functioning as it compares to normative information found in the course material as well as your own research (e.g., Piaget’s stages of cognitive development, standard physical characteristics such as height and weight categories, stages of language development, Kohlberg’s moral development stages, etc.).

Submit a 5-7 page paper that covers the following 2 parts:

- Part 1: An analysis of this child’s functioning as it compares to at least 4 of the theories of child development presented in the course material over the areas of functioning mentioned above (social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor). In other words, you will use at least 4 different theories of development to explain the child’s level of development in the areas you focused on in the two interviews. Discuss any discrepancies you discover or other influences that may explain functioning unique to the child you observed.
- Part 2: Discuss at least 2 recommendations for parents in general in each of the 4 areas of focus that they can apply to aid in their child’s development (i.e. there should be a minimum of 8 recommendations).

This paper should be 5-7 pages double spaced and written in proper APA format. In addition to the minimum page count (i.e. 5 pages and 1 line minimum) you should also include a cover page and a reference page in APA format. Additionally use a minimum of 4 scholarly sources to support your points.

Option 2 – Adult Interview and Paper

Adult Development Interviews:

In preparation for your writing your paper you will conduct 2 interviews this week. One interview will be a middle-aged adult (30-50 years old) and the other will be with an older adult (over age 65). The purpose of these interviews should be to gain a better understanding of development in adulthood. In preparation for these interviews you should write 10-12 questions that you will ask of both adults so that you can draw conclusions from a comparison of the two interviews. Also you will want to make sure that you ask questions so that you will be able to evaluate each adult in 4 different areas of development (i.e. social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, etc.)

Tips for writing your questions:

- When writing your questions they should not be ones that can be answered with a “yes” or “no” as this will not provide you with usable insights.
- Also make sure that through your questions you collect information on at least 4 different areas of adult development that you have learned about throughout this course.
- It is preferable that these interviews be conducted either in person or by phone so that you have the ability to ask follow up questions when applicable.

The Paper:

Based on your interviews as well as research from a minimum of 4 scholarly sources compose a 5-7 page paper comparing and contrasting development in middle adulthood with older adulthood. Make sure to cover the following points in your final paper:

- An introduction to each of your interviewees.
- A comparison and contrast of your interviewees’ development in each of the 4 areas of adult development you focused on in the interview. In doing so apply at least 4 of the theories covered in the course to the analysis of their development.
- Based on your research and interviews discuss recommendations you would make to a middle-aged adult to encourage healthy and adjusted development in older age.
- Based on your research and interviews discuss recommendations you would make to an older adult (over the age of 65) for maintaining healthy and happiness in their older years.
- A conclusion sharing the key points that you took away from this experience.

This paper should be 5-7 pages double spaced and written in proper APA format. In addition to the minimum page count (i.e. 5 pages and 1 line minimum) you should also include a cover page and a reference page in APA format. Additionally use a minimum of 4 scholarly sources to support your points.

Total Possible Points

200

Grade Weight

21%

