

COURSE TITLE: HUMAN GROWTH AND DEVELOPMENT

COURSE CODE: GC 1102

HOURS TAUGHT: 3 hrs per week

PREREQUISITES: None

PURPOSE OF COURSE

This course provides students with the basic knowledge about human growth and development, which enable them to understand and assess the normal process of human growth and development throughout the life cycle, as well as normal problems and needs during different stages of human life. It provides a knowledge base about human development from conception to death. It is designed to encourage understanding of a wide range of experiences, including some very difficult ones, such as child abuse, the developmental trajectories of children in care, mental distress, the experience of people with dementia, the experience of torture victims and untimely bereavements. Using engaging narratives to illustrate real-life situations, the author analyses them to demonstrate the link between theory, and different theoretical approaches, and practice.

EXPECTED LEARNING OUTCOMES

By the end of the course students should be able to:

- Describe essential facts related to growth and development.
- Outline the normal phases of human growth through out the life span.
- Explain developmental theories related to growth and development.
- Describe the physical, cognitive, psychological and moral changes that take place during different stages (from prenatal to old ages).
- Identify the major biological, psychosocial, cognitive, spiritual and adaptive development during stages of development from infancy to older age.
- Discuss the role of the peer group in the socialization of the early childhood, school age, and adolescent.
- Outline a health teaching plan for preschool, school age, adolescent, and adult.

- Identify health promotion topics, causes and preventive aspects of injuries and accidents from young adult hood through out old;

COURSE CONTENT

- Growth and development and maturation
- Definitions – relationship - theories
- how to evaluate growth and development
- stages of growth and development
 - infancy
 - early childhood
 - middle childhood
 - adolescence
 - adulthood : young, middle, late
- Culture and child care
 - Society and its values throughout the ages and in various areas.
- Theories of development
 - Modernization theory,
 - Dependence theory,
 - World systems theory
 - State theory
 - Theory of uneven and combined development
- Child development
- Concept of child development
- Characteristics of child development
- Factors influencing child development
- Cognitive and language development
 - meaning of cognitive development.
 - Stages of cognitive development
 - Meaning of language development
- Social and emotional development
 - Understanding social and emotional development
 - Attachment behavior in children
 - Children's relations with peer

- The Nature – Nurture debate on human growth and development.
- Genetic influences on Behaviour
- Child socialization
- Piaget's Theory of Moral Development
- Kohlberg's Theory of Moral Development
- Learning
 - the nature of learning
 - background to theories about behaviour
 - kinds of learning (the 3 basic kinds
 - theories of learning
 - memory, forgetting and individuals differences,
 - attention , emotion and learning
 - Motivation
- Managing difficult behaviour
 - behavioural blocks
 - preventing unwanted behaviour
 - problems of the addicted
 - controlling simple habits
 - Why is behaviour so hard to understand?
 - Classical , operant and social conditioning are all intertwined
 - Various motivations
 - The interplay between rewards, motivations, satisfaction ad work.
 - Unconscious motives and pay offs
 - Procrastination

MODE OF DELIVERY

- Lectures
- Reading assignments
- Practical assignments
- Field trips

- Documentaries

INSTRUCTIONAL MATERIALS/EQUIPMENT

- Whiteboard and markers
- Flipcharts
- LCD Projects
- CDS, DVDs and Tapes

COURSE ASSESSMENT

- Continuous Assessment tests 20%
- Group and individual project (coursework) 20%
- End of semester Examination 60%

READING MATERIALS / LISTS

Ainsworth, M. (1978). *Patterns of attachment: A psychological study of a strange situation*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Anthony, E.J., & Mussen, P.H. (1970). The behavior disorders, in *Carmichael's Manual of Child Psychology*. New York: John Wiley & Sons.

Bandura, A. (1963). *Social learning and personality development* New York: Holt, Rinehart, & Winston.

Binet, A. (1896). *Alterations and personality*. New York: D. Appleton Company.

Brazelton, T. B., and Yogman, M. W. (Eds). (1986). *Affective development in infancy*.

Westport, CT: Ablex Publishing.

- Coleman, E. (1981-1982). Developmental stages of the coming out process. *Journal of Homosexuality*, 7(2-3), 31-43.
- Crittenden, P. M. (1985). Social networks, quality of child rearing, and child development. *Child development*, 56 (5). 1299-1313.
- Delaney, R. (1998). *Fostering changes: Treating attachment-disordered foster children*. Oklahoma City, OK: Wood 'N' Barnes Publishing.
- Erikson, E. (1985). *Childhood and society*. 35th anniversary ed. New York: W.W. Norton.
- Erikson, E. (1959). *Identity and the lifecycle*. New York: International Universities Press.
- Freud, A. (1968). *Indications for child analysis; and other papers*. New York: International Universities Press.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Klein, M. (1984). *The Psychoanalysis of Children*. London: Hogarth.
- Kohlberg, L. (1987). *Child psychology and childhood education: A cognitive developmental view*. New York: Longman.
- Maccoby, E. (1980). *Social Development Psychological Growth and the Parent-Child Relationship*. New York: Harcourt Brace Jovanovich.
- Mahler, M. (1974). Symbiosis and individuation: The psychological birth of the human infant. *Psychoanalytic Study of the Child*, 28.
- Mead, M. (1967). The life cycle and its variations: The division of roles. *Daedalus: Journal of the American Academy of Arts & Sciences*, 96 (3). 871-875.
- Newman, B.M. & Newman, P.R. (1995). *Development through Life- A Psychosocial Approach*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Piaget, J. (1954). *The construction of reality in the child*. New York: Ballentine Books.

Piaget, J. (1963). *The origins of intelligence in children*. New York: Norton.

Piaget, J. (1968). *Judgment and reasoning in the child*. Totowa: Littlefield, Adams, & Co.

Piaget, J. (1969). *The child's conception of the world*. Totowa: Littlefield, Adams, & Co.