

CHILD AND LIFESPAN DEVELOPMENT

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Course Description:

Lifespan Development builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Credit: 1 credit

Prerequisites: None

Recommended Grade Levels: 9-12

Course Standards:

Foundations of Human Development

- 1) Differentiate between the major methodologies used in research on human growth and development. Compare and contrast the benefits and consequences of each, including ethical issues involved with each method. Methods should include the following:
 - a. Case study method
 - b. Social survey method
 - c. Naturalistic observation method
 - d. Cross-cultural studies
- 2) Using supporting evidence from a variety of academic journals and news media, compare and contrast the following theories of human development. Identify the researcher(s) credited with developing each theory and analyze the significance of their contributions to the field of human development:
 - a. Psychoanalytic theories
 - b. Behavioral theories
 - c. Humanistic theories
 - d. Cognitive theories
 - e. Ecological theory
 - f. Socio-cultural Theory
- 3) Conduct a research project on a topic related to human growth and development, citing specific textual evidence from academic resources. Topics might include, but are not limited to:
 - a. Emotional development/emotional intelligence
 - b. Cross-cultural conceptions of intelligence
 - c. Self-esteem
 - d. Relationships
 - e. Nature vs. nurture
 - f. Temperament and personality

Prenatal Development

- 4) Outline the biological processes that occur from conception to delivery of a full-term infant, sequenced by trimester. Prepare an informational artifact for parents that describe each stage of growth and development. Analyzing the role

of heredity and environment in infant growth and development, create a corresponding list of common risk factors during each stage.

- 5) Define the concepts of DNA, genes, genetics, heredity, and analyze the structure of relationships among the concepts. Describe the process of how traits are passed from parents to offspring. Identify the most common chromosomal and gene-linked anomalies and the health implications associated with each.
- 6) Research the various types of labor and delivery. Create a sequenced presentation, artifact, or graphic describing what happens at each stage and complications that may arise, citing evidence from case studies and medical literature. Investigate what medical testing that the newborn might undergo over the course of the first few days of life. Newborn testing examples include but not limited to:
 - a. Apgar score
 - b. Brazelton Neonatal Behavioral Assessment Scale
 - c. Neonatal Intensive Care Unit Network Neurobehavioral Scale (NNNS)

Infancy

- 7) Research and outline the physical, cognitive, and emotional-social development that occurs during infancy. Prepare an informational artifact for parents that describe this stage of growth and development with real life examples including but not limited to the following:
 - a. Physical: head and skull, interpreting height and weight growth charts, skin, umbilical cord healing, teeth, elimination, gross motor skills, fine motor skills, sleep patterns, feeding and nutritional needs, normal ranges for vital signs
 - b. Cognitive: reflexes, language acquisition, sensory development, play, Piaget
 - c. Emotional-social: bonding, Erikson's psychosocial task, temperament vs. personality
 - d. Appraise activities and techniques that optimize the development of the infant
- 8) Create an annotated model or graphic illustrating the parts of the human brain, detailing principle functions as they relate to physical and cognitive development. Draft a companion artifact on the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from cases studies, news articles, and academic journals about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan.

Toddlerhood

- 9) Research and outline the physical, cognitive, and emotional-social development that occurs during toddlerhood. Prepare an informational artifact for parents that describe this stage of growth and development with real life examples including, but not limited to the following:
 - a. Physical: height and weight, body proportions, teeth, skeletal development, vital signs, gross and fine motor skills, sleep patterns
 - b. Cognitive: sensory development, language acquisition/vocabulary, object permanence, recognition of body parts, understanding relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget's preoperational thought
 - c. Emotional-social: separation anxiety, independence, possessive phase, toilet training, Erikson's autonomy, self-concept, temper tantrums, regression, egocentric thinking
 - d. Appraise activities and techniques that optimize the development of a toddler.

Preschool

- 10) Research and outline the physical, cognitive, and emotional-social development that occurs in preschool. Prepare an informational artifact for parents that describe this stage of growth and development with real life including but not limited to the following:

- a. Physical: height & weight, body proportions, teeth, musculoskeletal development, vital signs, gross and fine motor skills, sleep patterns,
- b. Cognitive: sensory development, depth perception, maximum visual ability, language acquisition/vocabulary, sexual curiosity, locates body parts, understanding of relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget's preoperational thought and centration, concept formation
- c. Emotional-social: Erikson's initiative, jealousy, preschool socialization, friendships with other children, Freud's development of superego, cooperative play, fears
- d. Appraise activities and techniques that optimize the development of preschool age children.

School Age

- 11) Research and outline the physical, cognitive, and emotional-social development that occurs in school-age children. Prepare an informational artifact for parents that describe this stage of growth and development with real life examples including but not limited to the following:
- a. Physical: height and weight, musculoskeletal development, improvement of hand-eye coordination, permanent teeth, development of gastrointestinal and nervous systems, immune system maturation, vital signs, fine motor skills development, gender differences in motor skills, development of writing, strength acquisition and endurance, sleep and rest requirements
 - b. Cognitive: visual maturity, peripheral vision and depth perception improvement, Piaget's stage, numbering classifying of objects, increased attention span, developing problem-solving skills, improved memory, language development, academic learning
 - c. Emotional-social: types of play, personality development, peer and sibling relationships, Freud's latency period, transition from Kohlberg's pre-conventional level of moral thought to conventional level of moral reasoning and beginning of reciprocity
 - d. Appraise activities and techniques that optimize the development of school-age children.

Puberty and Adolescence

- 12) Research and outline the physical, cognitive, and emotional-social development that occurs during puberty and adolescence. Prepare an informational artifact that describes this stage of growth and development with real life examples including, but not limited to the following:
- a. Physical: rapid growth to cessation of growth, development of secondary sex characteristics, maturing of reproductive system, changes in height and weight
 - b. Cognitive: experimentation and learning, Piaget's shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solving
 - c. Emotional-social: peer and romantic relationships, Erikson's search for identity, conflict with authority figures
 - d. Analyze components of a healthy and safe environment during adolescence.
 - e. Appraise activities and techniques that optimize the development of adolescences

Early Adulthood

- 13) Research and outline the physical, cognitive, and emotional-social development that occurs during early adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during late adulthood, addressing at minimum the following:
- a. Physical: cessation of growth, peaking of physical functions and characteristics
 - b. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities
 - c. Emotional-social: sexual maturation, Erikson's intimacy, development of a professional and personal identity
 - d. Analyze components of a healthy and safe environment during early adulthood.

Middle Adulthood

- 14) Research and outline the physical, cognitive, and emotional-social development that occurs during middle adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during late adulthood, addressing at minimum the following:
- Physical: decline of physical functions and characteristics, increase in health risks due to genetic conditions or contraction of diseases
 - Cognitive: plateau of mental capabilities, reevaluation of life purpose and meaning
 - Emotional-social: Erikson's task (generativity), evaluating and redesigning career options
 - Analyze components of a healthy and safe environment during middle adulthood.

Later Adulthood

- 15) Research and outline the physical, cognitive, and emotional-social development that occurs during later adulthood. Prepare an informative artifact that includes steps for achieving optimum wellness during late adulthood, addressing at minimum the following:
- Physical: continued decline of physical functions and characteristics
 - Cognitive: cognitive decline, long-term versus short-term memory loss
 - Emotional-social: Erikson's ego integrity, changes in work and leisure
 - Analyze components of a healthy and safe environment during later adulthood.

Death and Dying

- 16) Below are the most commonly listed stages of the grief model. Research and create graphic or artifact that explains each stage of the model. The graphic or artifact could include but not be limited to: definition of each stage, emotional and physical actions, and ways to cope.
- Shock and Denial
 - Pain and Guilt
 - Anger and Bargaining
 - Depression, Reflection, and Loneliness

Units of Study

Unit One: Foundations of Human Development

- Introduction to Human Development
- Research methods in Human Development
- Areas of development

Unit Two: Child Development Theories

- Psychoanalytic theories
- Behavioral theories
- Humanistic theories
- Cognitive theories
- Ecological theory
- Sociocultural theory

Unit Three: Prenatal Care and Development

- Stages of prenatal development
- Hereditary and environmental factors affecting prenatal development

Unit Four: Childbirth and Postnatal Care

- Signs of labor
- Childbirth medications
- Stages of labor
- Methods of childbirth
- Newborn testing
- Postnatal care

Unit Five: Growth, Development and Care Of The Infant And Toddler

- Physical, emotional, social, and intellectual development
- Brain development
- Optimizing the development of infants and toddlers
- Influences on the development of infants and toddlers

Unit Six: Growth, Development and Care Of The Preschool And School-Age Child

- Physical, emotional, social, and intellectual development
- Optimizing the development of preschool and school-age child
- Influences on the development of preschool and school-age child

Unit Seven: Growth, Development and Care in Adolescence

- Physical, emotional, social, and intellectual development
- Optimizing the development of preschool and school-age child
- Influences on the development of preschool and school-age child

Unit Eight: Adulthood

- Physical, emotional, social and intellectual development during adulthood
- Components of a healthy, safe and stimulating environment
- Modifications and changes during the geriatric period

Unit Nine: Death and Dying

- Physical, emotional, social and intellectual changes as death nears
- Stages of the grief model

Unit Ten: Final Exam

Assessment and Grading

Grading Scale:

Grade	Percentage
A	93-100
B	86-92
C	76-85
D	70-75
F	0-69

Class Assignments and Participation:

Class assignments will be completed each week throughout the semester. Students are responsible for completing these assignments and submitting them in the appropriate manner. Please use the CLD Pacing Guide as a reference for completion timeframes.

Unit Assignments:

Students will be responsible for completing assessment assignments listed for the unit. Not all units have a separate assessment assignment. Each assignment will be worth variety of points. Guidelines for each assignment can be found in the Unit Resources for each unit.

Projects:

Students will complete several projects for this course. Guidelines and grading rubrics for each project can be found in the Unit Resources section on Moodle for each project.

Discussion Forums:

Students will be responsible for actively participating in discussion forums for each unit. Each discussion forum is worth a total of 25 points. Students must post an initial response to the form (20 points maximum) and reply to a minimum of two responses (5 points maximum) from other classmates. All initial forum responses must include a minimum of one reference cited using MLA guidelines.

Final Exam:

The final exam is worth a total of 200 points. This culminating exam will be given at the scheduled exam time for this class.