

## **Course Syllabus – Fall 2012**

**Course Number: PSYC 2314 001**  
**Course Title: Human Growth and Development**  
**Course Director: Mark Vardell, MA, LPC**  
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**Phone Ext. 7311**

**Trimester Credit Hours: 3**  
**Total Contact Hours Per Trimester: 45**

**Office Hours: Monday 12-1 PM**

**Lab Hours Per Week: N/A**

**Lab Director/Instructors: N/A**

**Lab Contact Hours/Trimester: N/A**

### **COURSE DESCRIPTION:**

This course is designed to give the student a psychological view in normal human growth and development. The course will study the life span of the individual, tracing the changes occurring from conception to death. Psychological theories and methodology will be examined as it relates to developmental tasks and processes. Themes and tenets examined will include the interaction of environment, culture, genetics, physical and cognitive development, social cultural factors, personality, spiritual, moral and emotional growth. The course will be presented in a lecture/discussion format with experiential exercises and assignments. The student will gain a deeper perspective for individual abilities, needs, problems and concerns involved in human change and growth. Upon completion, students should be able to demonstrate knowledge of development across the life span.

### **GENERAL APPROACH TO TEACHING:**

This course will include lecture, discussion, student participation and experiential exercises. PowerPoint slide presentation, periodic handouts as well as use of audio video material will be included.

### **ESTIMATE OF STUDENT WORKLOAD:**

To satisfactorily pass this course 1 hour to each hour of classroom lecture or activity which equates to 45 hours of outside classroom study or independent research. In order to achieve a B or better it is suggested 60-80 hours of outside classroom study.

### **LEARNING OUTCOMES:**

1. Evaluate and consider the impact and interaction of various interdisciplinary factors in normal human development.
2. Identify the major psychological theories and theorists and their perspectives on life-span development.
3. Compare and critique current human development research, design and study.

4. Identify normal chronological development and variations of what is norm or normalcy.
5. Reflect and discuss differences in historical, cultural, interpersonal influences and factors and their effect on individual growth and development.
6. Gain a deeper personal understanding and compassion for the individual or person's needs, wants, changes and unique challenges.

**ASSESSMENT:**

Through lecture and discussion, exams, student presentation as well as written/verbal reports

**PREREQUISITES:**

**REQUIRED TEXTBOOKS:**

*Lifespan Development* by Denise Boyd and Helen Bee, 5th. ed. Allyn & Bacon, 2008 .

**RECOMMENDED ADDITIONAL TEXTBOOKS:**

**SUPPLIES:**

Scantron, Notebook, Textbook

**Grading System:**

Grading based on (as well as attendance-see below and common policies) 4 assignments: 10% Brief Presentation. 10% Abstract Paper, 40% Final Paper, 40% Mid Exam.

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Final course grades and their interpretation are listed below:

Grade	Numerical Value	Grade Point Average	Interpretation of Academic Achievement
A	89.5 – 100	4.0	Excellent
B	79.5 – 89.4	3.0	Above Average
C	69.5 – 79.4	2.0	Satisfactory
F	Below 69.5	0.0	Unacceptable

This grading scale is strictly adhered to. There are NO exceptions.

**LABS: N/A OPEN LABS: N/A**

**EXTRA CREDIT:**

No Extra Credit

**A complete listing of all Academic policies is found on the  
[https://my.parker.edu/ICS/Academics\\_-  
\\_Coursework/Academics/Common\\_Policies/](https://my.parker.edu/ICS/Academics_-_Coursework/Academics/Common_Policies/):**

- Absences for Religious Holidays
- Academic Dishonesty
- Academic Promotion, Probation and Dismissal Policy
- Altering Grades on Exams
- Appeals
- Assistance and Accommodations
- Attendance Policy
- Audio/Video Taping
- Cell Phones and Electronic Devices in Class
- Classroom Behavior
- Communications
- Computer Usage
- Exam Review
- Examinations (Make up Exams/Lab Practicals)
- Excused Absences
- Final Examinations
- Grading System
- Late Instructors to Lecture/Lab
- Grade Appeals Process
- Missed Exam Policy
- Professional Decorum
- Special Needs Consideration
- Student Bereavement Policy

**DISCLAIMER**

The lecture outlines contained in the lecture booklet are NOT intended to represent the entire content of the course. A lecture outline is intended to be a guide to the lecture. The responsibility of the instructor is to follow the outline, expand the concepts and give explanation and illustrations to clarify content. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material listed in the outline. It is also the responsibility of the student to question the instructor if explanations and illustrations are not clearly presented or understood.

The instructors take no responsibility for the accuracy or completeness of old notes, quiz questions or exam questions that students may purchase, acquire from off of the internet or be given by previous students.

**IMPORTANT NOTE:**

The provisions contained in this syllabus do not constitute a binding contract between the student and the Parker University, College of Chiropractic. These provisions may be changed at any time and for any reason at the discretion of the Course Director. When it is necessary to make changes to this document, appropriate notice (at least one week, if at all possible) will be given to the student(s).