

**Course Outline for: PSYC 1050 Introduction to Human Development****A. Course Description**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal 5 – History and the Social and Behavioral Sciences

This course is an introduction of the major concepts, developmental theories, modern-day explanatory systems, and research related to human development through the lifespan from the prenatal period to the end of life. An overview of both typical and atypical developmental processes is presented following the biopsychosocial model for each of life's stages. A basic understanding of transitions and adaptations across the lifespan and the associated factors are explored within a healthcare setting.

**B. Date last reviewed/updated: March 2023****C. Outline of Major Content Areas:**

1. Introduction to Human Development
  - a. Key health and development related terms and ideas defined (e.g. biopsychosocial model, stage models of growth, wellness versus illness)
  - b. Relevance to healthcare professions
2. Research Methods in Human Development
  - a. The scientific method and limitations of broad generalizations
  - b. Experimental, non-experimental, and developmental research
  - c. Ethical issues associated with human development in Healthcare research
  - d. Other ways of knowing (e.g. intuition, narratives, introspection)
3. Explanatory Systems of Health, Distress, and Growth
  - a. Major psychological theories applied to human development (e.g. Erikson, Piaget, Terror Management Theory, Theory of Planned Behavior)
  - b. Family, cultural, and community systems of influence
  - c. Individual systems of health and distress (e.g. genetic, hormonal, body systems, brain, classical/operant/social learning, environmental factors)
4. Developmental tasks, challenges, changes and transitions across human development life stages
  - a. Prenatal
  - b. Newborn

- c. Infancy
  - d. Early Childhood
  - e. Middle Childhood
  - f. Adolescence
  - g. Emerging Adulthood
  - h. Early Adulthood
  - i. Middle Adulthood, and
  - j. Late Adulthood
  - k. Death
5. Impacts of Identities and Environment on Health and Wellness
    - a. Community and cultural supports and resources
    - b. Identity factors for patients and healthcare workers
    - c. Implicit biases and impact on healthcare experiences
  6. Stress and Coping
    - a. Coping and adaptation
    - b. Cognition and physiology in coping with stress
    - c. Emotion-focused and problem-focused coping strategies
    - d. Relationships and interactions between health, stress, and coping
  7. Motivation
    - a. Theories of motivation (e.g. Maslow's Hierarchy of Needs, Drive Reduction Theory, Incentive Theory)
    - b. Application of motivation theories and needs to healthcare settings and client goals

**D. Course Learning Outcomes:**

Upon successful completion of the course, the student will be able to:

1. Define key human development terms and theories. (2a, 5a)
2. Use and analyze explanatory systems in human development. (2b, 2c, 2d; 5a, 5c)
3. Identify and describe key aspects and interactions of the biopsychosocial model that occur in each stage of development. (2a, 2c; 5a, 5c)
4. Demonstrate knowledge of the scientific method, ethical principles, and research methodologies used by psychologists. (2a, 2c, 2d; 5a, 5c, 5d)
5. Describe developmental challenges and psychopathologies, including environmental influences, that may occur throughout the lifespan. (2a, 2d; 5a, 5d)
6. Demonstrate an understanding of the interactions among identities (e.g. gender, ethnicity, class), human development, and environmental impacts. (2a, 2b, 2c, 2d; 5b, 5d)
7. Identify the implications of health and wellness systems related to cultural beliefs, values, attitudes and practices of local, national, and global communities on human development. (2b, 2c, 2d; 5b, 5d)
8. Examine stress, coping, and motivation across the lifespan including the importance of monitoring one's own health and wellbeing. (2a, 2b, 2d; 5c, 5d)

**E. Methods for Assessing Student Learning:**

Methods for assessment may include, but are not limited to, the following:

1. unit exams
2. midterms
3. comprehensive final in a style the instructor deems appropriate
4. class discussions
5. assignments
6. projects

**F. Special Information:**

This class fulfills the pre-requisite for the Normandale Nursing Program. Students planning to pursue the Psychology Transfer Pathway degree program should plan to take the Developmental Psychology: Lifespan course (PSYC 2210).