MAFT 523 - Human Growth and Development

Teacher	Dr. T. Gorbacheva		
Semester	Spring	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This is a fundamental module to understanding the development of human beings. It is essential to counseling, marriage, family, and in particular children and adolescents.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation

Evaluation	Hours	Weight
Phase 1	50	30%
Readings & Project	50	30
Phase 2	40	35%
Participation	30	10%
Exam	10	25%
Phase 3	60	35%
Research Paper	60	35%
Total	**150**	**100%**

Content of the Module	Current research and theories in development related to the preschool child, elementary school child, adolescent, and adult. Emphasis on social, cognitive, and affective development including implications for counseling strategies over the lifespan. The purpose of this course is to provide an in-depth understanding of human development throughout the entire life cycle. Students are assisted in understanding how various developmental issues create problems in living.
Learning Objectives	A. General Instructional Objectives This course seeks to: • Make students aware of the complex interaction of heredity and environment in shaping human lives. • Acquaint the students with the uses of theory in human development and the purpose served by theory. • Help students understand social, personality, interpersonal, cognitive, and physical changes that occur during their lifespan. • Explore major theories of human development. B. Specific Behavioral Objectives As a result of the activities and study in this course, the student should be able to: • Explain human development as described by major theories of development, including Learning Theory, Cognitive Theory, Psychoanalytic Theory, and Humanistic Theory. • Outline physical and motor development in infancy and childhood. • Describe the process of language development in humans and contrast this development to that of animals. • Describe the development of gender-role behaviors and discuss psychological gender differences in children. • Identify the physical changes that occur in adolescence. • Outline social, personality, interpersonal and cognitive development in childhood. • Outline social, personality, interpersonal and cognitive development in adolescence. • Outline social, personality, interpersonal and cognitive development in early adulthood. • Outline the physical changes that occur in late adulthood. • Outline social, personality, interpersonal and cognitive development in later adulthood. • Describe the major theories of the aging process. • Describe the various understandings of death that pertain to various ages and cognitive abilities. • Demonstrate an understanding of theories of individual and family development and transitions related to the development changes. • Articulate ethical and legal considerations as related to individuals at various stages in the life cycle. • Describe various developmental crises and their effect on optimal human development.

Outline	• Assumptions, definitions, and limitations of developmental theories • Factors of influence over the lifespan • Infancy • Childhood • Adolescence • Young adulthood • Middle age • Aging and lifespan education • Death and dying • Ethics and legal considerations • Strategies for optimal development over the lifespan
Examination	See Evaluation
Core Literature	**Textbooks:** Santrock, J. (2006). Lifespan Development. New York: McGraw-Hill. Miller, P. (2002). Theories of Development Psychology. New York: W.H. Freeman. **Reading List:** Ainsworth, M.D.S. (1979). „Infant-Mother Attachment.“ American Psychologist. 324, 932-937. Baltes, P.B. (1987). „Theoretical Propositions of Lifespan Developmental Psychology: On the Dynamics Between Growth and Decline.“ Developmental Psychology. 23, 611-626. Bane, M.J. (1976). Here To Stay. New York: Basic Books. Erikson, E.H. (1968). Identity: Youth and Crisis. New York: W.W. Norton. Hetherington, E.M., M.S. Hagan and E.R. Anderson. (1989). „Family Transitions: A Child‘s Perspective.“ American Psychologist. 44, 303-312. Kubler-Ross, E. (1969). On Death and Dying. New York: Macmillan. LeShan, E. (1973). The Wonderful Crisis of Middleage. New York. ____. (1986). Oh, To Be 50 Again. New York: Simon & Schuster. Lynn, D. (1974). The Father: His Role in Child Development. Belmont, CA: Wadsworth. Mandler, J.M. (1990). „A New Perspective on Cognitive Development.“ Americal Scientist. 78, 236-243. Otten, J., and F. Shelly (1976). When Your Parents Grow Old. New York: Funk and Wagnalls. Safilos-Rothschild, C. (1977). Love, Sex, and Sex Roles. Englewood Cliffs, NJ: Prentice-Hall.
Other information	