

**HS 214**  
**Human Development II**  
**3 Credits**

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## HS 214 Version: 15



# Human Development II

## Calendar Description

This course assists students in understanding the changes--physical, cognitive, social, and personality--that take place from middle childhood through to adulthood. Theoretical perspectives of human development are examined, providing a comparison of various assumptions and principles about growth and behaviour.

## Rationale

This is a required course for Child and Youth Care, Early Learning and Child Care, and Educational Assistant students. Human development is the study of how genetic and environmental factors influence development and the age-related changes which occur over time. Successful human services practitioners need to understand the factors and changes to aid them in understanding the individuals with whom they are serving.

## Prerequisites

HS 114

## Co-Requisites

None

## Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. explore the effects of media during the school years and adolescence.
2. recognize the effects of heredity and environment on human development.
3. discuss the physical growth and change including motor skill development from middle childhood through to adulthood.
4. discuss health issues and physical fitness.
5. discuss cognitive development theories.
6. explore cognitive measurement and assessment tools.
7. describe the development of moral reasoning and social cognition.
8. discuss issues and factors effecting personality and social development.

9. summarize the characteristic features and influences of friendships and peer groups on the developing individual.
10. discuss the factors and social issues that influence the development of the individual.
11. identify developmental issues that arise from experiences and generate approaches to working with those situations.

## Resource Materials

### **Required Text:**

Boyd, D., Johnson, P., & Bee, H. (2020). *Revel for Lifespan Development--Access Card*

(7th Canadian edition). Pearson Education Canada.

### **Reference Text:**

None

## Conduct of Course

This course includes lectures, discussions, PowerPoint presentations and videos to provide an understanding of human growth and development and the contributing contexts that support development. Self study using the online materials that accompany the text is advised.

## Evaluation Procedures

Grading system is based on the number of points received for each examination. One hundred (100) points are available. Students are expected to write all exams.

Assignments and Exams:

Assignment	25%
Exam 1	25%
Exam 2	25%
Exam 3	25%
Total	100%

## Grade Equivalents and Course Pass Requirements

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

**Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

## **Attendance**

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. More than four (4) absences per course, per semester, may result in probation. Further absences may result in suspension from the program. In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

*Instructors have the authority to require attendance in classes.*

## **Course Units/Topics**

1. Effects of media on development
  - a) television and movies
  - b) computers and the internet
  - c) video games, cell phones, and music
  
2. Middle childhood
  - a) Physical changes
    - i) growth and motor development
    - ii) the brain and nervous system
    - iii) health promotion and wellness
  - b) Cognitive changes
    - i) language
    - ii) concrete operational thought
    - iii) information processing
    - iv) schooling
  - c) Social and personality development
    - i) theories of social and personality development
    - ii) dimensions of moral development
    - iii) social relationships
    - iv) personality and self-concept
  
3. Adolescence
  - a) Physical changes
    - i) the endocrine, reproductive and other body systems
    - ii) adolescent health
    - iii) substance abuse and mental health problems

- b) Cognitive changes
  - i) formal operational stage
  - ii) information processing
  - iii) transition to secondary school
  - iv) gender and academic achievement
- c) Social and personality development
  - i) theories of social and personality development
  - ii) self-concept and personality
  - iii) social relationships
  - iv) moral development

#### 4. Early Adulthood

- a) physical changes
- b) cognitive changes
- c) theories of social and personality development
- d) intimate relationships
- e) parenthood and other relationships
- f) the role of worker



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