1. Course #: HSERV 103

2. NAME OF ORIGINATOR or REVISOR: Kathy Pressler, Beth Grube, Helen O’Brien

NAME OF COURSE: Human Behavior & Social Development/ Lifespan

3. CURRENT DATE: 2015
   Please indicate whether this is a NEW COURSE or a REVISION: REVISION

DATE OF PRIOR REVISION: Fall 2006

4. NUMBER OF CREDITS: 3
5. NUMBER OF CONTACT HOURS PER WEEK: 3

6. APPROXIMATE FREQUENCY OF OFFERING THIS COURSE: This course is offered every semester: fall and spring.

7. PREREQUISITES or ENTRY LEVEL SKILLS or PLACEMENT SCORES: None

8. COREQUISITES: None

9. PLACE OF THIS COURSE IN CURRICULUM:
   XX Required for Curriculum (name): Human Services ___ College Core
   XX Elective
   XX Part of Required/Recommended Sequence with (Number of Course)

10. IS THIS COURSE DESIGNED FOR TRANSFER TOWARD A SPECIFIC MAJOR?
    XX Yes ___ No
    MAJOR(S): Social Work

11. STUDENT LEARNING OUTCOMES (SLO) and COURSE OBJECTIVES
    • Under each SLO, list the related course objective(s). (Three to five SLO’s suggested)
    • For every Student Learning Outcome, describe at least one measure, instrument, tool, observation, etc.

<table>
<thead>
<tr>
<th>SLO/Objectives - Upon successful completion, the student will be able to:</th>
<th>This outcome will be measured by one or more of the following instruments (exercises, tools, observations):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO 1: Demonstrate knowledge of the biopsychosocial theory of human behavior</strong></td>
<td>Instrument</td>
</tr>
<tr>
<td>Objective 1: Apply the biopsychosocial model as a framework for examining the four stages of human life span development</td>
<td>In class discussion or written essay students will examine one stage of the life span from a bio-psycho-social perspective; in performance tests; class discussions; and role plays.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Use Erikson’s eight stages of psychosocial development to explore the four stages of the life span.</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Define the major personality theories i.e., psychoanalytic, behaviorism, humanism &amp; cognitive development</td>
</tr>
<tr>
<td>SLO 2: Demonstrate knowledge of the theoretical frameworks of human development</td>
<td>Instrument</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Apply Erikson’s eight stages of psychosocial development to explore the four stages of the life span.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Identify key concepts in social systems theory</td>
</tr>
<tr>
<td>SLO 3: Demonstrate an understanding of human development from the life span perspective</td>
<td>Instrument</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Apply knowledge to understand person and environment across the life span</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Communicate their understanding of the importance of a life span perspective in shaping life experiences</td>
</tr>
<tr>
<td>SLO 4: Demonstrate an understanding of the research process in human behavior including: observation, hypothesis, methodology, data collection, analysis, dissemination of data.</td>
<td>Completion of an Human Behavior &amp; Social Development Oral History project</td>
</tr>
<tr>
<td>SUNY GE 2: NOT APPLICABLE</td>
<td></td>
</tr>
</tbody>
</table>

12. COURSE GRADE
Based on the above measures, how will the final course grade be calculated? [Suggested model(s)]

<table>
<thead>
<tr>
<th>Measure</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral History</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
13. INSTRUCTIONAL METHODS: List the different instructional methods you might use, in the course of the semester. List supplementary learning options, if any:

This course is presented in a lecture-discussion format. Debates, small group activities, role-play, films, and case illustrations will augment the readings and lectures.

14. Westchester Community College Key Values: These skills, abilities, knowledge and attitudes cross disciplines and prepare our students to be life-long learners.

<table>
<thead>
<tr>
<th>Student Learning Outcome/Objective(s)</th>
<th>Related Course SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any of the following values pertain to this course, indicate which of the above course SLO’s address those values. Please see related objectives for each SLO on last page.</td>
<td></td>
</tr>
<tr>
<td><strong>Skills &amp; Abilities</strong></td>
<td></td>
</tr>
<tr>
<td>Value 1: Communication Skills: Reading, Writing &amp; Speech</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td>Value 2: Critical Thinking and Problem Solving Skills The student will be able to:</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td>Value 3: Information and Technology Literacy Skills The student will be able to:</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>Value 4: Learning to be a successful learner</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
<tr>
<td>Value 5: Global Awareness and a Sense of Community and Responsibility</td>
<td>SLO 1, 2, 3, 4</td>
</tr>
</tbody>
</table>

15. TOPIC OUTLINE

Week 1
Introduction and Course Overview: What is Human Behavior?  
Reading  
Chapter 1

Week 2
Understanding Human Behavior through research  
Read Renner & Boel-Studt article handout

Weeks 3-5
Quiz #1 (chapters 1 & 2)  
Infancy and Childhood:  
Biological, Psychological, & Social Development  
Developmental theories and research findings of Freud, Erikson, Piaget,

Week 6
Quiz #2  (Chapters 2-3-4)  
Adolescence: the Biological, Psychological, & Social Theories of Development and research findings

Video: Dying to be thin”  
Chapters 6-7-8
Week 7
Midterm Chapters 1-2-3-4 Chapters 6-7-8
Continue Biological, Psychological, & Social Development Theories of Development

Weeks 8 Young & Middle Adulthood: Chapters 10-11-12
Biological, Psychological, & Social Development Theories of Development and research findings

Week 9-10 Quiz #3 (6-7-8) Complete Biological, Psychological, & Social Development Theories of Development

Week 10 Young & Middle Adulthood: Sexual Orientation Chapter 13

Week 11 - 13 Later Adulthood: Chapter 14-15-16
Biological, Psychological & Social Theories of Development and research findings

Week 14 Ethnocentrism & Racism & Sexism and Populations-at-risk Chapter 5&9

Week 15 Final Recap Oral History class exercise

16. UNIQUE ASPECTS OF COURSE (such as equipment, specified software, space requirements, etc.)
The course requires smart room technology, a laptop, and a classroom with space for dyads and small group discussions.

APPENDIX I: REQUIRED TEXTS AND/OR MATERIALS (Include Supplementary Readings):

Supplementary Readings:


**APPENDIX II: - CATALOG DESCRIPTION:**

(Approximately 65 words or less)

Examination of individual development within the context of the immediate environment and the larger multicultural societal environment. In examining the developmental process and tasks related to the human life cycle, students are exposed to concepts of sociobiology, psychosocial, behavioral and psychoanalytic theory. The theories of Freud and Erickson are emphasized and integrated into the overall systems framework.

Reminder: Per Middle States recommendation, the individual course outline that you prepare for your students must include the departmental student learning outcomes from the syllabus, (#11). Instruments (i.e. assignments, exams, projects, experiments, performances, etc.) are at the discretion of the department.
General Education Committee
Statement of Values for Westchester Community College Students

The General Education Committee presents this document of values that the community holds for our students. These skills, abilities, knowledge and attitudes cross disciplines and prepare our students to be life-long learners. Based on the focus groups we conducted, the feedback from faculty and administrators, and the mission of the college, we have created a document that reflects these values. (Approved, Faculty Senate 12/2/11)

Skills & Abilities

• Communication Skills: Reading, Writing & Speech—Ability to:
  o Make oneself clear to others through effective written and oral expression
  o Write a coherent text within a college level form
  o Revise and improve a text
  o Comprehend, analyze and evaluate college level written material
  o Prepare, deliver, and critically evaluate oral presentations

• Critical Thinking and Problem Solving Skills – Ability to:
  o Identify, analyze, and evaluate arguments as they occur in their own or others’ work
  o Develop well-reasoned arguments
  o Develop a scientific-inquiry based approach

• Information and Technology Literacy Skills - Ability to:
  o Determine the extent and type of information needed
  o Access the needed information effectively and evaluate it critically
  o Use information ethically and legally
  o Synthesize information logically to support an argument or claim
  o Adapt knowledge and skills to changing technologies
  o Use technology to improve and enhance learning and to meet personal needs

Knowledge & Attitudes

• Learning to be a successful learner – Ability to:
  o Pose questions, take a point of view and research it, be resourceful, construct an argument, analyze information, look further & deeper
  o Work cooperatively
  o Adopt the habits and strategies that facilitate academic success
  o Integrate life experiences into learning
  o Embrace the culture of higher education
  o Persist at a task

• Global Awareness and a Sense of Community and Responsibility
  o Develop an understanding of the world and one’s place in it
  o Recognize and appreciate different cultures
  o Understand the larger community and our responsibility to contribute to it (Civic Engagement)
  o Develop a sense of history, geography, sustainability and commerce
  o Demonstrate creativity and individual expression
  o Engage in academic and extracurricular activities to expand self-awareness, develop talents and abilities, and cultivate a sense of community (College Experience)