

PSY 200 Human Growth and Development Course Curriculum Evaluation ENMU-Ruidoso Branch Community College

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This course curriculum evaluation for the ENMU Ruidoso Branch Community College PSY 200 course “Human Growth and Development” is based on the National Standards for Family and Consumer Sciences Education (See Appendix). The National Standards are *outcomes* indicating what students are expected to know by the end of the course. Each bi-weekly module has been assessed for the facilitating of these outcomes, instructional supports have been assessed for relevance to each module, and the overall course has been assessed to be sure all National Standards (outcomes) are facilitated.

Course textbook: Feldman, R.S. (2017). *Development Across the Lifespan*, 8th ed. Boston, MA: Pearson.

Course Objectives (C.O.):

1. Identify and discuss key developmental theories and concepts
2. Describe how biological, social, and psychological development processes impact individuals across the lifespan.
3. Apply developmental concepts to situations occurring in everyday life.
4. Summarize and evaluate research findings relevant to Developmental psychology.

Comment: The course objectives are comprehensive and fully aligned with the National Standards

Weeks	Bi-Weekly Topics	Bi-Weekly Alignment to National Standards*	Bi-Weekly Instructional Supports	Bi-Weekly Assessment*
1, 2 (M1)	Definition of lifespan development →	12.1.1, 12.1.2, 12.2.1, 12.2.3	Instructional supports align with M.O.s. Quizzes adequately assess student understanding of assigned chapters. Written assignments allow	
	Theoretical perspectives →	12.1.1, 12.1.2		
	Research methods →	12.1.3, 12.2.5		
	Prenatal development →	12.1.1, 12.1.2, 12.1.3, 12.2.1		

	Birth and the newborn infant →	12.2.3, 12.2.3 12.1.1, 12.1.2, 12.1.3, 12.2.3	application of module concepts, including research ethics, issues surrounding newborns in distress, and prenatal stages/preventive care. Videos reinforce understanding of ethics in research and issues surrounding premature birth.	Excellent
3, 4 (M2)	Physical development in infancy (missing) Cognitive development in infancy → Social & personality development in Infancy →	12.1.1, 12.1.2, 12.1.3, 12.3.2 12.1.1, 12.1.2, 12.1.3, 12.2.1, 12.2.3, 12.2.4, 12.2.5	Instructional supports align with M.O.s. Quizzes adequately assess student understanding of assigned chapters. Written assignments allow application of module concepts, including of Piaget's theory of cognitive development, attachment theory, temperament, and the early childhood concept of object permanence. Videos reinforce understanding of attachment,	Good

			temperament, and object permanence.	
5, 6 (M3)	Physical & cognitive development in preschool years → Social & personality development in preschool years →	12.1.1, 12.1.2, 2.1.3, 12.2.3, 12.2.4, 12.3.1, 12.3.2 12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.3, 12.2.4, 12.3.1	Instructional supports align with M.O.s. Quizzes adequately assess student understanding of assigned chapters. Written assignments allow application of module concepts, including Vygotsky’s sociocultural theory of learning, parenting pre-school children, and issues related to children’s television programming.	Excellent
7, 8 (M4)	Physical & cognitive development in middle childhood → Social & personality development in middle childhood →	12.1.1, 12.1.2, 12.1.3, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.2, 12.3.3 12.1.1, 12.1.2, 12.1.3, 12.2.3, 12.2.4, 12.3.1, 12.3.2, 12.3.3	Instructional supports align with M.O.s. Quizzes adequately assess student understanding of assigned chapters. Written assignments allow application of module concepts, including physical and mental health of school-age children, ADHD, friendships and family.	Excellent

			Videos reinforce understanding of ADHD, blended families, and friendship and play.	
9, 10 (M5)	Physical & cognitive development in Adolescence → Social & personality development in Adolescence →	2.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.5, 12.3.3 12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.3, 12.2.4, 12.3.1, 12.3.2	Instructional supports align with M.O.s. Quizzes adequately assess understanding of assigned chapters. Written assignments allow application of module concepts, including formal operations, safe sex practices, and parenting teens. Video reinforces understanding of adolescent-parent conflict.	Excellent
11, 12 (M6)	Physical & cognitive development in early adulthood → Social & personality development in early adulthood →	12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.3, 12.2.4, 12.3.3 12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.3.3	Instructional supports align with M.O.s. Quizzes check student understanding of assigned chapters. Written assignments allow application of module concepts, including issues	Excellent

			<p>facing people with disabilities, and stress and health.</p> <p>Videos reinforce understanding of stress and health.</p>	
13, 14 (M7)	<p>Physical & cognitive development in middle adulthood →</p> <p>Social & personality development in middle adulthood →</p>	<p>12.1.1, 12.1.2, 12.1.3, 12.2.1</p> <p>12.1.1, 12.1.2, 12.1.3, 12.2.1, 12.2.2, 12.2.5</p>	<p>Instructional supports align with M.O.s.</p> <p>Quizzes check student understanding of assigned chapters.</p> <p>Written assignments allow application of module concepts, including risk and disease prevention, intelligence in middle childhood, the connection between disabilities and socioeconomics, and personality development in middle age.</p>	Excellent
15,16 (M8)	<p>Physical & cognitive development in late adulthood →</p> <p>Social & personality development in late adulthood →</p> <p>Death & Dying (missing)</p>	<p>12.1.1, 12.1.2, 12.1.3, 12.2.3, 12.2.4</p> <p>12.1.1, 12.1.2, 12.1.3, 12.2.2,</p>	<p>Instructional supports align with M.O.s.</p> <p>Quizzes adequately assess student understanding of assigned chapters.</p> <p>Written assignments allow</p>	

		12.2.4	<p>application of module concepts, including theories of aging, and late adulthood.</p> <p>Video reinforces understanding of happiness in late adulthood.</p> <p>Final project allows for application of all course concepts.</p>	Good
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*"Excellent," "Good," or "Needs Work"

Comments from Third-Party Reviewer: PSY 200 meets the national standards for human development courses at the level of “good” or “excellent” throughout the course. The “good” ratings can be raised to “excellent” with the addition of two topics currently not covered in the course. Human Growth and Development (Development Across the Life Span) requires a comprehensive view of all stages of physical, emotional, social, moral, and cognitive development in order to satisfy national standard 12.1 (see Appendix). This standard requires an analysis of principles of human growth and development *across the life span* (italics mine), as each stage builds on the last.

PSY 200 does not cover the topic of infant physical development, which lays the foundation for all physical development throughout life, including the development of the brain. The course also does not address the topic of death and dying. Thus, a fundamental period of physical development is omitted, as is the final stage of life. Students going into nursing, elder care, or psychology in particular will benefit from learning about death and dying. I recommend adding these two topics to the course. Specifically, I suggest that textbook Chapters 4 and 19 be added, along with supporting instructional materials.

Post-Review Comment from Instructor: This course was developed using instructional materials from Pearson. Some content was not accessible by the third-party reviewer because of the proprietary nature of the materials. Reviewer feedback may reflect this constraint.

Appendix

National Standards for Family and Consumer Sciences Education Copyright © 2018

Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

Area of Study 12.0 Human Development

Comprehensive Standard

Analyze factors that influence human growth and development.

Content Standards

Competencies

12.1 Analyze principles of human growth and development across the life span

12.1.1 Analyze physical, emotional, social, moral, and cognitive development

12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development

12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research

12.2 Analyze conditions that influence human growth and development

12.2.1 Analyze the influences of heredity and environment on human growth and development

12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development

12.2.3 Analyze the influences of gender, ethnicity, and culture on individual Development

12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development

12.2.5 Analyze geographic, political, and global influences on human growth and development

12.3 Analyze strategies that promote growth and development across the life span

12.3.1 Analyze the role of nurturance on human growth and development

12.3.2 Analyze the role of communication on human growth and development

12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs

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