

University of Florida
College of Public Health and Health Professions
Department of Occupational Therapy
OTH 3201 - Applied Human Development II
Fall Semester, 2014
HPNP Room G-312
Thursdays, 9:35 am -11:30 am

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Teaching Assistant:

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PURPOSE STATEMENT:

This course is a continuation of Applied Human Development I (OTH 3200). It provides the student with an overview of normal human growth and development from adolescence to older adulthood. In this course current publications on issues and trends in biomedical and social research will be emphasized. Variables affecting an individual's life roles and occupational behaviors will be presented and applied to the health sciences.

COURSE OBJECTIVES:

With successful completion of course requirements the student will be able to:

1. Demonstrate knowledge and understanding of human development through the lifespan (adolescent and adult developmental stages) (Standard B.1.5).
2. Identify and describe the characteristics of each adolescent and adult developmental stage, including the physical, cognitive, psychosocial, emotional and sensory characteristics.
3. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society (Standard B.1.7).
4. Identify and describe major developmental stages and tasks of adolescent and adult development incorporating a variety of theoretical framework (Standard B.1.6).
5. Describe common social, occupational and health challenges associated with the stages of adolescent and adult development, and the problems that may lead to an interruption in occupational skills development and developmental delay. Discuss methods of prevention and the promotion of health (ACOTE B.2.4)
6. Describe impact of occupational role at various stages of adolescent and adult development, including the sequential and/or cyclical changes in occupational role (Standard B.2.5).
7. Demonstrate an understanding of developmental aspects of disability at the various life stages and their effect on both the individual and the family.
8. Describe common issues associated with each adolescent and adult developmental stage, including relationships, parenthood, career change, social loss and physical disability.

9. Describe existing social and multicultural variables in adolescence and adulthood.
10. Apply concepts of normal development, occupation and activity analysis to determine "age appropriateness" in treatment planning.

TEXT:

Required:

Berk, L.E. (6th edition). Development through the lifespan. Boston: Allyn and Bacon.

COURSE POLICIES AND PROCEDURES:

Professional Behavior is expected in the classroom at all times. Professional behavior is operationally defined as follows:

1. Personal responsibility for prompt arrival to class, and exam; with appropriate and judicious use of classroom time.
2. Treatment of peers, professors and, guest lecturers with consideration and respect.
3. Student **will** be held responsible for all material presented in lecture regardless of attendance. Some class experiences cannot be made up.
4. Attendance to tests **is mandatory**. It is the responsibility of the student who must be absent from an exam **to notify the instructor prior to the time** of the exam in order to schedule a makeup, if approved. Make-ups for exams will only be approved for the student's hospitalization, death in the family, or a similar serious situation.
5. All assignments **are due by the start of class time** on the date assigned. Assignments submitted late will be subject to a grade reduction, if accepted. Students missing an exam or assignment without notification as described above will be given no points on the exam or assignment.

Assignments:

Exams (x3 @ 50pts each)	150 pts.
Professional Behavior	10 pts.
Adolescence assignment	20 pts.
Interview assignment	<u>20 pts.</u>
TOTAL	200 pts. (100%)

GRADING SCALE: All courses in the Health Science program use the following grading scale. For more information about HS program grading policies see page 20 of the *Student Handbook*.

- 93-100 = 4.0 (A)
- 90-92 = 3.67 (A-)
- 87-89 = 3.33 (B+)
- 83-86 = 3.00 (B)
- 80-82 = 2.67 (B-)
- 77-79 = 2.33 (C+)
- 70-76 = 2.00 (C)
- 67-69 = 1.33 (D+)
- 63-66 = 1.00 (D)
- 60-62 = 0.67 (D-)
- Below 60 = 0 (E)

Academic Honesty:

University Honesty Policy: In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules - 6CI-4.017 Student Affairs: Academic Honesty Guidelines as follow. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Further details regarding the University of Florida honesty policy is available at:

<http://www.aa.ufl.edu/aa/Rules/4017.htm>

Accommodations for students with disabilities:

Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

University of Florida Counseling and Wellness Center:

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575. See the center's website for information about all the services they provide: www.counseling.ufl.edu/cwc .

Tentative Course Schedule

Date	Topic	Reading
August 28	Course Introduction	
September 4	Adolescence: Physical/Motor Development Adolescence: Cognitive Development	Berk, Chapter 11
September 11	Adolescence: Social/Emotional Development <u>Video: The Teenage Brain- A World of Their Own</u>	Berk, Chapter 12
September 18	Exam I (Adolescence)	
September 25	<u>Video: The Adult Brain- To Think By Feeling</u> <u>Video: Clinicians in the Field</u>	<u>Adolescent Assignment due</u>
October 2	Theories of Adult Development - Historical Events Early/Young Adulthood: Physical/Motor Development	Berk, Chapter 13
October 9	Early/Young Adulthood: Cognitive Development Early/Young Adulthood: Social/Emotional Development	Berk, Chapters 13 & 14
October 16	Middle Adulthood: Physical/Motor Development Middle Adulthood: Cognitive Development	Berk, Chapter 15
October 23	Middle Adulthood: Social/Emotional Development	Berk, Chapter 16
October 30	Exam II (Early & Middle Adulthood)	
November 6	Late/Older Adulthood: Physical/Motor Development <u>Video: The Aging Brain- Through Many Lives</u>	Berk, Chapter 17
November 13	Late/Older Adulthood: Cognitive Development Late/Older Adulthood: Social/Emotional Development	Berk, Chapter 17 & 18 <u>Interview Assignment Due</u>
November 20	Late/Older Adulthood: Death, Dying & Bereavement <u>Video: The Death Knell of Old Age</u>	Berk, Chapter 19
November 27	No class - Thanksgiving	
December 4	Class Wrap-up, Review, Q&A	
December 11	No class - Reading day	
Saturday, December 13th	Exam III (Older Adulthood & Death) *2pm-4pm HPNP G312	