Course name	
Human Development and Human Services	
Lecturer: *Chief Assistant Prof. Diana Hristova, PhD*	
Type of Course: Elective	*Educational Degree:* Master's
Year: Second	*Semester:* Third
ECST: 3	*Workload:* 15 hours of lectures and 15 hours of seminars
Type of Education: Full-time education	
Assessment: A term paper	*Language of Education:* English

Prerequisites: Students should have completed Lifespan Development and Psychology of Social Cognition courses.

Course description: The course presents an exploration of the fundamentals of human development and human services. The students will acquire knowledge in such areas as life course transitions, optimal development and regulation of developmental change, lifespan developmental interventions, purposes and typology of human services. Special emphasis will be placed on the variety of models and perspectives that are essential for promoting and optimizing developmental change through intervention practices within human services organizations.

Exam. Oral presentation and term paper. Attendance of min. two thirds of the classes is required.

Lectures and seminars

1. Developing-Person-In-Context. Developmental psychology in action.

2. Human services: themes and purposes.

3. Models of service delivery. Typology of human services professionals.

4. Optimal development and regulation of developmental change. Basic assumptions and processes.

5. Life-course psychosocial transitions: a process approach.

6. Intergenerational communication. Generational identity and age identity.

7. Life-span developmental interventions: promoting and facilitating change in human development. Goals, timing, and levels of analysis.

8. Intervention taxonomies. Critical analysis: consequences, advantages, and pitfalls.

9. Sources of help. Self-help, social convoy, and providing mutual assistance.

10. A model for intervention practice in human services. The process of problem management and opportunity development. Contexts of application.

Core readings

Woodside, M. K., McClam (2009). *An Introduction to Human Services* (6th ed.). Belmont, CA: Thomson Brooks/Cole.
Sugarman, L. (2005*). Life-span Development: Frameworks, Accounts and Strategies* (2nd ed.). New York, NY: Tylor & Frances Inc.

Standards of Academic Integrity
Generally, academic fraud and dishonesty include, but are not limited to the following categories: cheating, fabrication, plagiarism, multiple submissions, etc.
- **Cheating**: Using unauthorized notes, aids or information on an examination; altering a graded work prior to its return to a faculty member, allowing another person to do one's own work and submitting it for grading.
- **Fabrication**: Inventing or falsifying information, data or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form or any other university document.
- **Plagiarism**: Submitting material that in part or whole is not one's own work; submitting one's own work without properly attributing the correct sources of its content.
- **Multiple Submissions**: Submitting identical papers or course work for credit in more than one course without prior permission of the instructor.

A breach of ethics or act of dishonesty can result in:
- failure of an entire course (blatant plagiarism, cheating on a test or quiz)
- academic suspension or expulsion from the university.