

PSYC5321 HUMAN DEVELOPMENT

New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

Mission Statement

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for this academic year is Characteristic Excellence. Throughout this course students will be encouraged to consider how the core value of "Characteristic Excellence" impacts their development as a Christian counselor called to support the ministries of the local church.

Curriculum Competencies Addressed

This course primarily addresses the NOBTS core competencies of Interpersonal Skills, Servant Leadership, and Spiritual & Character Formation.

I. Course Description:

The course includes advanced study of human development. The theories, concepts, and research regarding the developmental characteristics of the body, spirit, and mind at each state of human growth are examined and related to Christian ministry.

II. Student Learning Outcomes:

By the end of the study, the student will

- A. be able to demonstrate knowledge and understanding of
 1. the different theories of human development by recognizing and identifying them on a midterm or final exam.
 2. the physical, cognitive, emotional and social development of the different stages of human development by recognizing and identifying them on a midterm or final exam.
 3. the development of faith and moral reasoning , major theories and theorists through reading and interaction in the Blackboard discussion board.
- B. increase skills related to counseling individuals and families through the use of the knowledge of developmental issues by
 1. developing a summary of issues important for each developmental phase.
 2. developing specific interventions for specific disorders critical to a specific phase.
 3. demonstrating the application of theory to specific case situations presented in the discussion board.

C. increase in their ability to identify personal perceptions or attitudes that are skewed by personal experience or bias about children, adolescents, and various phases of adult life by completing reflection papers.

III. Course Methodologies

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, discussion board participation, lectures, reflection papers, examinations, a creative presentation, and other assignments will be included.

IV. Required Textbooks:

Kail, Robert V. & Cavanaugh, John C. (2010). *Human Development: A Life-Span View* 5th ed. Belmont, CA: Wadsworth.

Balswick, Jack O., King, Pamela E., & Reimer, Kevin (2005). *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic.

V. Course Requirements:

Blackboard Discussion Board

Students are required to participate in weekly discussion boards. The instructor will post a variety of prompts throughout the semester. Prompts may be case studies or questions based on the reading or other course materials for a given week. Student posts will take two forms: Major Post = responses to the instructor prompt and Minor Posts = response to another student's major post. *Students are expected to make 1 major and 2 minor posts each week.*

A new discussion board will be made available on Sunday of each week. Students must post a response to each prompt initiated by an instructor. Discussion boards will be closed Saturday at midnight each week. Discussion boards will not be reopened once they are closed, so students must be sure to post prior to midnight on Saturday each week.

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

Book Review

Students will read and review one book from the selected bibliography listed in this syllabus. The review will consist of a brief summary of the book along with an evaluation of its strengths and weaknesses, as well as its usefulness and most appropriate audience. Reviews are not to exceed 6 pages and may employ parenthetical page number references as necessary. If the student wishes to review a book not on the selected bibliography list, prior approval must be obtained from the instructor.

Phases of Development Handouts

Handouts will consist of a summary of developmental milestones and issues (as discovered in readings) that could impact client understanding specifically related to

each phase in life. Phases included are early childhood (3-6), middle childhood (7-9), later childhood (10-12), adolescence (13-17), early adulthood (18-27), young middle adulthood (28-44), middle adulthood (45-65), later adulthood (66-85), last phase (86+). Students will select **5 different phases** to complete. Students should use categories of Physical, Cognitive, Emotional, Social, and Spiritual development. The handouts should be appropriate for distribution to clients or their parents and should be 1 to 2 pages in length.

Reflection Papers

Reflection papers are intended to enable the student to identify personal perceptions or attitudes that are skewed by personal experience or bias related to the various phases of life. The student should evaluate factors of his or her own life stage and discuss the stage which would be most difficult to work with. The reflection paper should be 4 to 6 pages in length.

Midterm and Final Exams

Exams will be administered on Blackboard. Exams are comprehensive and based primarily on the reading from the course texts. Exams are primarily objective and are intended to support students' preparation for the developmental theory portion of the NCE. Study guides will be provided.

VI. Course Evaluation:	Assignment Values
Blackboard Discussion Board	20%
Book Review	10%
Developmental Issues Summaries (5)	15%
Reflection Paper	15%
Midterm Exam	20%
Final Exam	20%

Reading and Assignments Schedule

HD = Human Development. RS = The Reciprocating Self

Unit #	Date/Discussion Board	Reading & Assignments Schedule
1	1.1 <i>[Insert Dates Here]</i>	HD: Ch. 1 RS: Preface and Ch. 1-3
	1.2	HD: Ch. 2-3 RS: Ch. 4-5
2	2.1	HD: Ch. 4,5 RS: Ch. 6 Due: Developmental Handout 1 (DATE, end of day)
	2.2	HD: Ch. 6
3	3.1	HD: Ch. 7 RS: Ch. 7 Due: Developmental Handout 2 (DATE, end of day)
	3.2	HD: Ch. 8 RS: Ch. 8, 12, 13

4	4.1	HD: Ch. 9 RS: Ch. 8 continued Due: Midterm Exam (DATE, end of day)
	4.2	HD: Ch. 10 RS: 9 Due: Book Review (DATE, end of day)
5	5.1	HD: Ch. 11 RS: Ch. 9 continued
	5.2	HD: Ch. 11 continued Due: Developmental Handout 3 (DATE, end of day)
6	6.1	HD: Ch. 12
	6.2	HD: Ch. 13 RS: Ch. 10 Due: Developmental Handout 4 (DATE, end of day)
7	7.1	HD: Ch. 14 RS: Ch. 11 Due: Reflection Paper (DATE, end of day)
	7.2	HD: Ch. 15
8	8.1	HD: Ch. 16 Due: Developmental Handout 5 (DATE, end of day)
	8.2 ** <i>Short Week Alert!</i>	Final Exam (Take by DATE, end of day) Final Exam may be taken online any time from DATE at 12:00 AM to DATE at 11:59 PM. Note carefully that the semester ends on DAY, DATE, and that the final must be completed by 11:59 that night. The Blackboard shell will close at midnight Thursday night, DATE and cannot be reopened.

SELECTED BIBLIOGRAPHY

Andreasen, N.C. *Brave New Brain*. New York, NY, Oxford University Press, 2001.

Clinebell, Howard. *Well Being: A Personal Plan for Exploring and Enriching the Seven Dimensions of Life*. San Francisco: Harbor Collins, 1992.

Dolgin, K. G. *The Adolescent: Development, Relationships, and Culture*, 13th ed. Boston, MA: Pearson, 2011.

Estep, James R. and Kim, Jonathan H. *Christian Formation: Integrating Theology and Human Development*. Nashville, TN: B&H Publishing, 2010.

Fowler, J.W. *Stages of Faith*. New York, NY: HarperCollins, 1995.

Rando, T. A. *Grief, Dying, and Death*. Champaign, IL: Research Press, 1984.

Resnick, Robert J., and Ronald Rozensky. *Health Psychology Through the Life Span*. Washington: American Psychological Association, 1996.

Santrock, J. *Children*. Columbus, OH: McGraw Hill, 2009.

Santrock, J. *Adolescence*. Columbus, OH: McGraw Hill, 2009.

Walsh, D. *Why Do They Act That Way? A Survival Guide to the Adolescent Brain for You and Your Teen*. New York, NY: Free Press, 2004.

Whitbourne, S.K. *Adult Development and Aging: Biopsychosocial Perspectives*. New York, NY: John Wiley, 2001.