



COUN5321 Human Development

Division of Church and Community Ministries

Summer 2017 Online

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***The mission of 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.***

Purpose of Course

The purpose of this course is to explore and understand human growth and development over the lifespan.

Our Core Values

The seminary has five core values. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

Spiritual Vitality: We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is *Characteristic Excellence*.

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. (2014). *Essentials of Human Development: A Life-Span View*, Belmont, CA: Wadsworth. ISBN 13: 978-1133943440

Balswick, Jack O., King, Pamela E., & Reimer, Kevin (2005). *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic. ISBN-13: 978-0830827930

V. Course Requirements:

All assignments must be completed to receive a passing grade in the course.

Reading:

Students are required to read all of the material according to the assignments schedule in this syllabus. Read the *Reciprocating Self* text carefully, as many of your discussion board topics will be related to this book. Read the *Human Development* textbook for a more general familiarity with the essentials of each stage of development. Read all PowerPoint and other materials in the Blackboard shell. All reading must be completed by the opening date of each course unit.

Blackboard Discussion Board

Students are required to participate in weekly discussion boards. The instructor will post prompts for each unit of the course. 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 for each prompt. Since this is a summer course, we will cover an entire unit each week. This means that **each week, students will make two major posts and four minor posts.** As an example, in week one of the course, students will answer the major prompts for 1.1 and 1.2, then make two minor posts in response to their classmates' major posts for each prompt. Major posts must be made by Wednesday at 11:59 PM each week. Minor posts must be submitted by the time the discussion board closes at the end of the week.*

A new discussion board will be made available on Sunday (12:00 AM) of each week. Discussion boards will be closed Saturday at end of day (11:59 PM) 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.

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 to be 5-6 pages in length and may employ parenthetical page number references as necessary. Please include an APA-style citation for the book you review. 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 OR Website Reviews

You will have two options for completing this portion of the course. For each of **four** developmental phases that you choose, you may turn in *either* a Phase of Development Handout *or* a Review of Three Websites Related to the Phase. You may switch between

the two options for each phase (so, you could do a handout for the first phase, website reviews for the second, etc.).

Handouts (if you choose this option) 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), and last phase (86+). Students will select 4 different phases to complete. Handouts should address 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. They should evidence substantive understanding of the topic, as well as time and effort in the production of an attractive, well-designed handout. See the Blackboard shell for a few examples.

Website Reviews (if you choose this option) will consist of a comprehensive review of **three** websites directly related to each of the four developmental phases you choose (three website reviews per stage; four stages). The reviews must be concise, but detailed, including the Website Name, URL, summary of content, description and review of its design and user-friendliness, review of its usefulness for those seeking information helpful to this developmental stage, recommended target audience, and an example of how the site might be used in a therapy or clinical scenario.

Reflection Papers

Students will write a 4-6 page reflection paper describing their own experience related to their current stage of human development. The paper should include reflections on any developmental issues or challenges and possible solutions. It should also include an identification of the developmental stage with which the student would find it most difficult to work as a counselor and an analysis of the reasons why and possible solutions to improve in this area. Refer to the introductory material in *The Reciprocating Self* for some short examples of developmental self-assessments and introductions.

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 Handouts or Website Reviews (4)	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, 1.2 5/29 – 6/3	HD: Ch. 1 RS: Preface and Ch. 1-3
		HD: Ch. 2-3 RS: Ch. 4-5 Due: Website Reviews or Dev. Handout 1 (6/3, end of day)
2	2.1, 2.2 6/4 – 6/10	HD: Ch. 4,5 RS: Ch. 6
		HD: Ch. 6 Due: Website Reviews or Dev. Handout 2 (6/10, end of day)
3	3.1, 3.2 6/11 – 6/17	HD: Ch. 7 RS: Ch. 7
		HD: Ch. 8 RS: Ch. 8, 12, 13 Due: Midterm Exam (6/17, end of day)
4	4.1, 4.2 6/18 – 6/24	HD: Ch. 9 RS: Ch. 8 continued
		HD: Ch. 10 RS: 9 Due: Book Review (6/24, end of day)
5	5.1, 5.2 6/25 – 7/1	HD: Ch. 11 RS: Ch. 9 continued
		HD: Ch. 11 continued Due: Website Reviews or Dev. Handout 3 (7/1, end of day)
6	6.1, 6.2 7/2 – 7/8	HD: Ch. 12
		HD: Ch. 13 RS: Ch. 10 Due: Website Reviews or Dev. Handout 4 (7/8, end of day)
7	7.1, 7.2 7/9 – 7/15	HD: Ch. 14 RS: Ch. 11
		HD: Ch. 15 Due: Reflection Paper (7/15, end of day)
8	8.1, 8.2 7/16 – 7/21	HD: Ch. 16
		Due: Final Exam (may be taken online any time from 7/16/17 at 12:00 AM to 7/21/17 at 11:59 PM.) <i>Note carefully that the semester ends on FRIDAY, 7/21/17, and that the Blackboard shell will close at that time.</i>
	SHORT WEEK ALERT!	

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four (4) points per day.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentervices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Extra Credit

Extra credit is not offered in this course. Students with hardships, emergencies, or other situations impacting academic performance are encouraged to contact the professor as soon as possible to explore options appropriate to their specific situations.

Disabilities

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students

with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call 504.816.8180). Here are other helpful links to ITC assistance.

SelfServe:

- Email Selfserve@nobts.edu for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

Blackboard:

- Email blackboardhelpdesk@nobts.edu for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

General Technology Requests or Questions:

- Email ITCSupport@nobts.edu for general technical questions/support requests.
- Call 504.816.8180 for any technical questions/support requests.
- Email www.NOBTS.edu/itc/ for general NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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 is expected at all times in the online environment.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Policy for Graduating Students

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

SELECTED BIBLIOGRAPHY

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

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van der Kolk, Bessel. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Viking, 2014.

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.

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students, LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students