



ANSWERING GOD'S CALL

COUN5321: Human Development
Spring 2019, Hybrid
Division of Church and Community Ministries

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(Class will meet 1/28, 2/25, 3/25, 4/22)

Mission Statement

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.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description

This 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.

Course Objectives and Student Learning Outcomes

Course Objectives	Learning Experiences	Assessments
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<p>Students will be able to demonstrate knowledge and understanding of</p> <ol style="list-style-type: none"> 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. <p>2.F.3.a.; 2.F.3.b.; 2.F.3.c.; 2.F.3.e.; 2.F.3.f.; 2.F.3.g.; 2.F.3.h.; 2.F.3.i.;</p>	<p><i>Instruction</i> Class lecture and discussion</p> <p><i>Readings</i> Reading in the two course texts</p>	<p><i>Course Assignments</i> Blackboard discussion board; midterm and final exams</p>
<p>Students will increase skills related to counseling individuals and families through the use of the knowledge of developmental issues by</p> <ol style="list-style-type: none"> 1. developing specific interventions for specific disorders critical to a specific phase. 2. demonstrating the application of theory to specific case situations presented in the discussion board. <p>2.F.3.h.; 2.F.3.i.;</p>	<p><i>Instruction</i> Class lecture and discussion</p> <p>Blackboard discussions</p>	<p><i>Course Assignments</i> Blackboard discussions Midterm Exam Final Exam</p>
<p>Students will 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.</p> <p>2.F.3.h.; 2.F.3.i.;</p>	<p><i>Instruction</i> Class Lecture, video and discussion, guest speakers</p> <p><i>Readings</i> <i>Book review texts, course required texts</i></p>	<p><i>Course Assignments</i> Reflection paper Book Review</p>
<p>Students will participate in a counseling leadership activity and report personal reflections as related to professional growth and human development.</p> <p>2.F.1.b.; 2.F.1.c.; 2.F.1.d; 2.F.1.e; 2.F.1.f; 2.F.1.h</p>	<p><i>Instruction</i> Experiential learning through a volunteer leadership experience and review of leadership reflection paper</p>	<p><i>Course Assignments</i> Leadership Project</p>

Assignment/Requirements & Description <i>All assignments must be completed to receive a passing grade in the course.</i>	Percentage	Due Date
Reading: Students are required to read all of the material according to the assignments schedule in this syllabus. Read the Reciprocating Self text most 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.		Each class meeting
Blackboard Discussion Board Students will be required to participate in weekly discussion on Blackboard. Questions and activities will be posted throughout the semester. Each student will be responsible for one primary post in response to each of the instructor questions, and a minimum of two secondary post responses per unit, commenting on primary posts from other students. As an example – in Week 1, you will make a primary post addressing the instructor question for 1.1. Then, you will be responsible for commenting on two posts during the week from your fellow students – these are your secondary posts for 1.1. So, your total minimum posting for the week is 1 primary post and 2 secondary posts. Feel free to make more secondary posts and to keep the discussion going. You will repeat this process in Week 2 and in subsequent weeks. See the Reading and Assignments Schedule below for specific dates. A new discussion board will be posted at the beginning of each week (on Monday of each week at 12:00 AM). In order to facilitate better discussion, students must post their primary responses as early as possible in the week, no later than Thursday, end of day. Discussion boards will be closed on Sunday at 11:59 PM (CST) each week. Discussion board will not be reopened once they are closed.	15%	Weekly
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.	10%	3/8/19
Leadership Project Students will engage in a leadership activity during the semester and write a summary report of their activities. Activities will most often take place outside the seminary and should involve collaboration with members of the counseling profession. Examples include leadership of a student counseling organization, volunteer service with a counseling practice or other organization providing professional counseling services, participation as a student volunteer in a national, state, or other major counseling conference, etc. Activities should involve at least 10 hours of service over the course of the semester. All leadership activities must be approved by the instructor at the beginning of the semester. Students will write a 4-6 page paper reflecting on their experiences including a reflection from a	20%	4/19/19

human development perspective. Students will make a brief presentation in the last hybrid meeting.		
Reflection Paper 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 <i>The Reciprocating Self</i> for some short examples of developmental self-assessments and introductions.	15%	2/15/19
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.	20% 20%	3/1/19 5/14/19

Textbooks

Kail, Robert V. & Cavanaugh, John C. (2014). *Essentials of human development: A life-span view*. 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.

Grading Scale:

The following grading scale is used at NOBTS:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

Course Policies, Academic Conduct, and Professional Conduct

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.

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](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

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.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing

and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

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.

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 one letter grade per week late with no assignment being accepted more than two weeks past the due date.

Professional Conduct

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

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.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official NOBTS Writing Center online help site for writing academic papers and essays. 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. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignment

Student Services
(CACREP 1.F, H)

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
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule

HD = Human Development. RS = The Reciprocating Self

Unit #	Date/Discussion Board	Reading & Assignments Schedule
1	1/21/19 – 1/25/19 1.1	HD: Ch. 1 RS: Preface and Ch. 1-3
2	1/28/19 – 2/1/19 Class Meets 1/28 1.2	HD: Ch. 2-3 RS: Ch. 4-5
3	2/4/19 – 2/8/19 2.1	HD: Ch. 4,5 RS: Ch. 6
4	2/11/19 – 2/15/19 2.2	HD: Ch. 6 Due: Reflection Paper (2/15/19, end of day)
5	2/18/19 – 2/22/19 3.1	HD: Ch. 7 RS: Ch. 7 Discuss Reflection papers in class
6	2/25/19 - 3/1/19 3.2 Class Meets 2/25	HD: Ch. 8 RS: Ch. 8, 12, 13 Due: Midterm Exam (3/1/19, end of day)
7	3/4/19- 3/8/19 4.1 (Mardi Gras Break 3/5/19)	HD: Ch. 9 RS: Ch. 8 continued Due: Book Review (3/8/19, end of day)
8	3/11/19 – 3/15/19	HD: Ch. 10 RS: 9 Discuss Book Reviews in class
SPRING BREAK 3/18/19 - 3/22/19		
9	3/25/19 – 3/29/19 Class Meets 3/25 4.2	HD: Ch. 11 RS: Ch. 9 continued
10	4/01/19 – 4/05/19 5.1	HD: Ch. 11 continued
11	4/08/19 – 4/12/19 5.2	HD: Ch. 12 Due: Leadership Reflection Paper (4/19/18, end of day)
12	4/15/19 – 4/19/19 6.1 (Good Friday Holiday 4/19)	HD: Ch. 13 RS: Ch. 10
13	4/22/19 – 4/26/19 6.2 Class Meets 4/22	HD: Ch. 14 RS: Ch. 11 Leadership Presentations in class
14	4/29/19 – 5/3/19 7.1, 7.2	HD: Ch. 15 - 16
15	5/6/19 – 5/10/19 7.2, 8.1, 8.2	Final Exam Review and Discussion Boards
16	5/13-5/14 Finals Week **Short Week Alert!**	Final Exam (Take by 5/14/19, end of day) Final Exam may be taken online any time from 5/8/19 at 12:00 AM to 5/14/19 at 11:59 PM.

Selected Bibliography

- Andreasen, N. C. (2001). *Brave new brain*. New York, NY: Oxford University Press.
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- Estep, J. R. & Kim, J. H. (2010) *Christian formation: Integrating theology and human development*. Nashville, TN: B&H Publishing.
- Fowler, J. W. (1995). *Stages of faith*. New York, NY: Harper Collins.
- Rando, T. A. (1984). *Grief, dying, and death*. Champaign, IL: Research Press.
- Resnick, R. J., & Rozensky, R. (1996). *Health psychology through the life span*. Washington: American Psychological Association.
- Santrock, J. (2009). *Children*. Columbus, OH: McGraw Hill.
- Santrock, J. (2009). *Adolescence*. Columbus, OH: McGraw Hill.
- Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford Press.
- Walsh, D. (2004). *Why do they act that way? A survival guide to the adolescent brain for you and your teen*. New York, NY: Free Press.
- Whitbourne, S. K. (2001). *Adult development and aging: Biopsychosocial perspectives*. New York, NY: John Wiley.