



## COUN5321 Human Development

New Orleans Baptist Theological Seminary  
 Division of Counseling  
 Summer 2023 Online Course

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### Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### 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.

### Syllabus Distribution

This syllabus is distributed at the beginning of the semester and can be found electronically in the Canvas course or linked to the [Graduate Course Schedule](#).

### 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 and counseling.

**Program Objectives:** 2. Upon successful completion of one of the master's programs in counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.

Key Performance Indicator	Learning Experiences	Assessments
2.F.3.c Theories of normal and abnormal personality development	<i>Instruction</i> Supplemental reading materials, presentations, videos, Canvas Discussion Board  <i>Reading</i> An Advanced Lifespan Odyssey for Counseling Professionals. (ALO)	<i>Signature Assignments</i> Core Knowledge pre and post assessments Self-Efficacy pre and post test  <i>Course Assignments</i> Midterm and Final Exams Discussion board review of

	<p>Ch. 15, Personality in young adulthood; Ch. 16, The Big Five Personality Traits, Personality in Middle Adulthood, at Midlife, Personality and Stress; Ch. 18, Stability and Change of Personality</p> <p>Bertrand, et al. (2012): Personality Development in Adulthood and Old Age</p> <p>Cummings, et al. (2012): Emotion and Personality Development</p>	articles/chapters
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### Course Objectives

Course Objectives	Learning Experiences	Assessments
<p>Students will demonstrate knowledge and understanding of theories of individual and family development across the lifespan, theories of learning, theories of normal and abnormal personality development, and the biological, neurological, and physiological factors that affect human development, functioning, and behavior. 2.F.3.a,b,c,e,f,g,i</p>	<p><i>Instruction</i> Units 1, 2, 3 supplemental materials in Canvas, video lectures, discussion boards for Units 1-3.</p> <p><i>Readings</i> Gunnoe, M. L. (2022). <i>The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development</i></p> <p>ALO Ch 1: Fundamental Principles of Lifespan Development</p> <p>ALO Ch 2: Theories of Human Development, Psychosocial Sociocultural, Multicultural, Biological, and Learning Theories</p> <p>ALO Ch 3: Theories of Human Development: Cognitions, Morality and Faith, the Human Experience</p> <p>ALO Ch 4: Genetics, Heredity, Environment, and Prenatal Development</p> <p>RS Chapter 4: Developmental Theory (theories of individual and family development across the lifespan)</p>	<p><i>Course Assignments</i> Midterm and Final Exams Chapter quizzes</p> <p>Book Review of <i>The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development</i>.</p> <p>Discussion board review of article/chapter topics</p>

	<p>Scarr (1983): <i>How people make their own environments: A theory of genotype-environment effects</i> (seminal article on gene-environment interplay)</p> <p>Champagne (2009) <i>Genes in context: Gene-environment interplay and the origins of individual differences in behavior</i></p>	
<p>Students will demonstrate knowledge and understanding of the development of faith and moral reasoning, major theories and theorists, and spiritual development. (2.F.3.a,c)</p>	<p><i>Instruction</i> Unit 3 Canvas discussion and supplementary materials</p> <p><i>Readings</i> ALO Ch 3: Theories of Human Development: Cognitions, Morality and Faith, the Human Experience</p> <p><i>The Reciprocating Self</i>: Ch 4, 12, 13, 14</p> <p>Good, M. (2008) Adolescence as a sensitive period for spiritual development</p> <p><i>The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development.</i></p>	<p><i>Course Assignments</i> Discussion board review of articles/chapters</p> <p>Midterm and Final Exams</p> <p>Review of <i>The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development.</i></p>
<p>Students will explore the role of Leadership and Advocacy in the counseling profession, including the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (2.F.1.b,e)</p>	<p><i>Instruction</i> Unit 7 Discussion Board on Leadership and Advocacy</p> <p><i>Readings</i> Greidanus, E., Warren, C., Harris, G. A., &amp; Umetsubo, Y. (2020). Collaborative practice in counselling: a scoping review.</p> <p>Okech, J. E. A., &amp; Geroski, A. M. (2015). Interdisciplinary Training: Preparing Counselors for Collaborative Practice.</p>	<p><i>Course Assignments</i> Leadership and Advocacy Annotated Bibliography</p> <p>Discussion board review of articles/chapters</p>
<p>Students will explore ethical and culturally relevant strategies for promoting resilience and optimum</p>	<p><i>Instruction</i> Unit 7 discussion.</p>	<p><i>Course Assignments</i> Personal Reflection Paper</p>

development and wellness across the lifespan and explore personal perceptions or biases about the various phases of human development. (2.F.3.i)	<p><i>Readings</i> ALO: Ch 1: wellness model, positive psychology, resilience</p> <p>Heberle, A. &amp; Carter, A. (2020). Is poverty on young minds?</p> <p>Ryan, R. M., &amp; Deci, E. L. (2001). On Happiness and Human Potentials</p>	Discussion board review of articles/chapters
Students will explore theories and etiology of addictions and addictive behaviors. (2.F.3.d)	<p><i>Instruction</i> Unit 6 lecture video and discussion</p> <p><i>Readings</i> ALO Chapter 14, Addictions</p> <p>Jacob T., et al. (2001) An Integrative Approach for Studying the Etiology of Alcoholism and Other Addictions.</p>	<p><i>Course Assignments</i> Discussion board review of articles/chapters</p> <p>Final Exam</p>
Students will explore the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g)	<p><i>Instruction</i> Unit 7 lecture video and discussion</p> <p><i>Readings</i> ALO: Ch 16, Family Adjustment to Crisis</p> <p>Straussner, S.L.A., Calnan, A.J. Trauma Through the Life Cycle: A Review of Current Literature</p>	<p><i>Course Assignments</i> Discussion board review of articles/chapters</p> <p>Final Exam</p>

### Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Core Knowledge and Self-Efficacy pre assessments		5%	End of Unit 1 online
Core Knowledge and Self-Efficacy post assessments		5%	End of Unit 8 online

### Course Requirements and Evaluation of Grades

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

Assignment & Description	Percentage/Points	Due Date
<p><b>Reading</b> Students are required to read all the material according to the assignments schedule in this syllabus. Read the <i>Reciprocating Self</i> text and the posted articles carefully, as many of your discussion board topics will be related to</p>		See course schedule grid below.

<p>these sources. Read the <i>Advanced Lifespan Odyssey</i> textbook for a more specific familiarity with the essentials of each stage of development. Many of your midterm and final exam questions will come from this text. Read all PowerPoint and other supplemental materials in the Canvas shell and watch all assigned videos.</p>		
<p><b>Canvas Discussion Board</b>  Students will participate in four discussions on Canvas. Each student will be responsible for one primary post in response to the instructor prompt and one reply post commenting on a primary post from another student.</p> <p>Primary posts must demonstrate an understanding of the reading, presentation, or assigned activity, with a normal expectation of 400-450 words in length. Reply posts should be 200-250 words in length. Students must reference two scholarly journal articles per discussion and include APA 7 citations for each.</p> <p>To facilitate better discussion, students must post their primary post no later than Wednesday, end of day. Discussion boards will be closed on Saturday at 11:59 PM (Central Time) each week. Discussion boards will not be reopened once they are closed.</p>	<p>15%</p>	<p>Weekly  See course schedule grid below.</p>
<p><b>Book Review</b>  Students will read and review <i>The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development</i>. 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 7-style citation for the book you review.</p>	<p>15%</p>	<p>See course schedule grid below.</p>
<p><b>Leadership &amp; Advocacy Annotated Bibliography</b>  Students will compile an annotated</p>	<p>15%</p>	<p>See course schedule grid below.</p>

<p>bibliography of ten articles from peer-reviewed journals related to leadership and advocacy. The entry for each article should include an APA 7 citation, a brief explanation of the purpose of the article or study, a summary of the central ideas and conclusions, and reflection on how a professional counselor can advocate related to the subject matter. Students may use up to two of the articles listed as supplementary reading for this class if desired.</p>		
<p><b>Chapter Quizzes</b> Students will complete weekly chapter quizzes on Canvas covering the week's reading material from the <i>Advanced Lifespan Odyssey</i> textbook. All quizzes are due by 11:59 PM (Central) on the Saturday night of the week assigned.</p>	<p>15%</p>	<p>See course schedule grid below.</p>
<p><b>Midterm and Final Exams</b> Exams will be administered on Canvas. 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.</p>	<p>15% (Midterm) 15% (Final)</p>	<p>See course schedule grid below.</p>

### Textbooks, required

Balswick, J. O., King, P. E., & Reimer, K. S. (2016). *The Reciprocating Self: Human Development in Theological Perspective (Christian Association for Psychological Studies Books)* (2nd ed.). IVP Academic. ISBN: 9780830851430

Erford, B. (2017). *An Advanced Lifespan Odyssey for Counseling Professionals* (1st ed.). Cengage Learning. ISBN: 978-1285083582

Gunnoe, M. L. (2022). *The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development*. IVP Academic. ISBN: 9780830828722

### Supplemental Reading, required

Supplemental reading in the form of articles, multimedia presentations, and videos are posted in the unit folders of the course Canvas shell. The following articles are required as assigned and provided in Canvas.

Arnett, J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480. doi: 10.1037//0003-066X.55.5.469.

Bertrand, R.M., Kranz Graham, E. and Lachman, M.E. (2012). Personality Development in Adulthood and Old Age. In *Handbook of Psychology, Second Edition* (eds I. Weiner, R.M. Lerner, M.A. Easterbrooks and J. Mistry). <https://doi.org/10.1002/9781118133880.hop206019>

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28(5), 759-775.

- Champagne, F., & Mashoodh, R. (2009). Genes in context: Gene-environment interplay and the origins of individual differences in behavior. *Current Directions in Psychological Science*, 18(3), 127-131.
- Cummings, E.M., Braungart-Rieker, J.M. and Rocher Schudlich, T.D.D. (2012). Emotion and Personality Development. In *Handbook of Psychology, Second Edition* (eds I. Weiner, R.M. Lerner, M.A. Easterbrooks and J. Mistry). <https://doi.org/10.1002/9781118133880.hop206009>
- Gershoff, E. T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta analyses. *Journal of Family Psychology*, 30(4), 453–469.
- Good, M., & Willoughby, T. (2008). Adolescence as a sensitive period for spiritual development. *Child Development Perspectives*, 2(1), 32-37.
- Greidanus, E., Warren, C., Harris, G. A., & Umetsubo, Y. (2020). Collaborative practice in counselling: a scoping review. *Journal of Interprofessional Care*, 34(3), 353–361. <https://doi.org/10.1080/13561820.2019.1637334>
- Heberle, A. & Carter, A. (2020). Is poverty on young minds? Stereotype endorsement, disadvantage awareness, and social-emotional challenges in socioeconomically disadvantaged children. *Developmental Psychology*, 56(2), 336-349. <http://dx.doi.org/10.1037/dev0000883>.
- Jacob, T.; Sher, K.J.; Bucholz, K.K.; True, W.T.; Sirevaag, E.J.; Rohrbach, J.; Nelson, E.; Neuman, R.J.; Todd, R.D.; Slutske, W.S.; Whitfield, J.B.; Kirk, K.M.; Martin, N.G.; Madden, P.A.F.; Heath, A.C. (2001). An Integrative Approach for Studying the Etiology of Alcoholism and Other Addictions. *Twin Research*, 4(2), 103–118. doi:10.1375/twin.4.2.103
- Johnson, K. F., Blake, J., & Ramsey, H. E. (2021). Professional Counselors' Experiences on Interprofessional Teams in Hospital Settings. *Journal of Counseling and Development*, 99(4), 406–417. <https://doi.org/10.1002/jcad.12393>
- Okech, J. E. A., & Geroski, A. M. (2015). Interdisciplinary Training: Preparing Counselors for Collaborative Practice. *The Professional Counselor*, 5(4), 458–472. <https://doi.org/10.15241/jeo.5.4.458>
- Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 141 166. <https://doi.org/10.1146/annurev.psych.52.1.141>
- Scarr, S., & McCartney, K. (1983). How people make their own environments: A theory of genotype-environment effects. *Child Development*, 54, 424-435.
- Straussner, S. L. A., & Calnan, A. J. (2014). Trauma Through the Life Cycle: A Review of Current Literature. *Clinical Social Work Journal*, 42(4), 323–335. <https://doi.org/10.1007/s10615-014-0496-z>

### **Course Teaching Methodology**

This is an online course. Course content will be delivered online through the Canvas learning system. Readings, presentations, video, and peer discussion boards will be used.

### **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 relate 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](#).

**Attendance Policy**

Students are expected to engage regularly with course content through the learning management system and other course delivery methods. Students who fail to participate consistently in course activities may receive a grade of "F" for the course..

**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](mailto: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](http://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 Canvas for information specific to this course. Because Canvas 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.

**Late Assignments Policy for Counseling Division Courses**

All work is due by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, "days" are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

**Netiquette**

Netiquette refers to appropriate online behavior in Canvas 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 Students**

Graduating Students 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.

**Professional Conduct**

Students are expected to adhere to the appropriate codes of ethics for their particular programs. 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 Canvas 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 the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

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

## Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2<sup>nd</sup> floor, Hardin Student Center, New Orleans Campus. A cloud-based, online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary Information Technology Center. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
6. Be able to access and use counseling related online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

## 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 in counseling courses are to be written in American Psychological Association (APA) style. Follow the APA-7 guidelines for professional papers. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

**Course Reading and Assignments Schedule**  
**Summer 2023**

<b>Unit #</b>	<b>Dates &amp; Topics</b>	<b>Readings</b>	<b>Discussion Board Schedule</b>	<b>Assignments</b>
<b>1</b>	5/29-6/3  Fundamental Principles in Lifespan Development  Theology and Human Development	ALO: Ch 1  RS: Preface and Ch. 1-3  Start reading <i>The Person in Psychology and Christianity</i> . Book review due in Week Three.	Discussion Unit 1	<b>Take Online:</b> <ul style="list-style-type: none"> <li>• KPI 3.1 (1) Human Development Self-Efficacy Scale PRE</li> <li>• KPI 3.2 (1) Human Development Core Knowledge Quiz PRE</li> <li>• Quiz Ch 1</li> </ul> <p style="text-align: center;"><i>All assignments are due by 11:59 PM (Central) on the Saturday night of the week assigned.</i></p>
<b>2</b>	6/4-6/10  Developmental Theories, Genetic and Environmental Foundations  Christian Theological Interaction with Developmental Theories	ALO: Ch 2, 3  RS: Ch 4-5  Bretherton (1992)  Cummings (2012)	Discussion Unit 2	Quiz Ch 2 Quiz Ch 3
<b>3</b>	6/11-6/17  Genetics, Heredity, Environment, Prenatal Development Infancy & Toddlerhood	ALO: Ch 4, 5, 6  RS: Ch 6  Scarr (1983)  Champagne, F., & Mashoodh, R. (2009)  Straussner (2014)	Discussion Unit 3	Quiz Ch 4 Quiz Ch 5 Quiz Ch 6  Due: Book Review of <i>The Person in Psychology and Christianity</i>

<b>4</b>	6/18-6/24  Early Childhood Middle Childhood	ALO: Ch 7, 8, 9, 10  RS: Ch 7  Gershoff (2016)  Heberle (2020)	Discussion Unit 4	Due: Midterm Exam  Quiz Ch 7 Quiz Ch 8 Quiz Ch 9 Quiz Ch 10
<b>5</b>	6/25-7/1  Adolescence	ALO: Ch 11-12  RS: Ch 8  Arnett, J. (2000)  Good (2008)	Discussion Unit 5	Quiz Ch 11 Quiz Ch 12
<b>6</b>	7/2-7/8  Young Adulthood Addictions, Crisis	ALO: Ch 13, 14  RS: Ch 9  Jacob (2008) Okech (2021) Greidanus (2020) Johnson (2021)	Discussion Unit 6	Quiz Ch 13 Quiz Ch 14
<b>7</b>	7/9-7/15  Middle Adulthood	ALO: Ch 15, 16  RS: Ch 10, 11  Bertrand (2012)  Ryan (2001)	Discussion Unit 7	Due: Leadership & Advocacy Annotated Bibliography  Quiz Ch 15 Quiz Ch 16

8	<p>7/16-7/22</p> <p>Later Adulthood</p> <p>Morality, Spirituality, The Reciprocating Religious Community</p>	<p>ALO: Ch 17, 18</p> <p>RS: Ch 12,13, 14</p>	Discussion Unit 8	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• KPI 3.1 (2) Human Development Self-Efficacy Scale POST</li> <li>• KPI 3.2 (2) Human Development Core Knowledge Quiz POST</li> </ul> <p>Quiz Ch 17 Quiz Ch 18</p> <p>Complete the Course Evaluation</p> <p>Due: Final Exam</p>
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### Selected Bibliography

Andreasen, N. C. (2001). *Brave new brain*. New York, NY: Oxford University Press.

Clinebell, H. (1992). *Well being: A personal plan for exploring and enriching the seven dimensions of life*. San Francisco: Harbor Collins.

Cozolino, L. J. (2014). *The neuroscience of human relationships: Attachment and the developing social brain*. New York, NY: W. W. Norton & Company.

Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*, 13<sup>th</sup> ed. Boston, MA: Pearson.

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.