



COUN5321: Human Development

Spring 2022, hybrid (Class meets: 1/24, 2/21, 3/21, 4/25)

NOLA2U Live

Division of Counseling

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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 for review and can be found electronically in the course Blackboard shell.

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	<p><i>Instruction</i></p> <p>Blackboard supplemental reading materials, presentations, videos. Class discussion and Blackboard Discussion Board</p> <p><i>Reading</i></p> <p><i>Essentials of Human Development: A Life-span View.</i> Ch. 10.4: Personality in Young Adulthood; 13.3: Personality Bertrand, et al. (2012) Cummings, et al. (2012)</p>	<p><i>Signature Assignments</i></p> <p>Core Knowledge pre and post assessments Self-Efficacy pre and post test</p> <p><i>Course Assignments</i></p> <p>Midterm and Final Exams</p>

Course Objectives

Course Objectives	Learning Experiences	Assessments
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.2.a,b,c,e)	<p><i>Instruction</i></p> <p>Unit 1, 2, 3 supplemental materials in Blackboard</p> <p>Class Discussion of Book Reviews</p> <p><i>Readings</i></p> <p>HD Chapters 1: Developmental Theories; 2.3, 3.2, 6.5, 10.2, 13.1, 14.2: Physical Health across life stages; 4.2: Information Processing; 10.4 Personality in Young Adulthood; 13.3: Personality</p> <p>RS Chapter 4: Developmental Theory</p> <p>Scarr (1983): Genetic Theory</p> <p>Champagne (2009) Genetic-environmental interplay</p>	<p><i>Course Assignments</i></p> <p>Midterm and Final Exams</p> <p>Book Review</p> <p>Discussion board review of articles/chapters</p>
Students will demonstrate knowledge and understanding of the development of faith and moral reasoning, major theories and theorists, and spiritual development.	<p><i>Instruction</i></p> <p>Unit 3 class discussion and Blackboard discussions</p> <p><i>Readings</i></p> <p>HD Chapters 8.4 Reasoning About Moral Issues, 15.2 Spirituality in Later Life</p> <p>RS: Ch.12 (Morality), 13 (Spirituality)</p> <p>Good, M. (2008) Spiritual Development in Adolescence</p>	<p><i>Course Assignments</i></p> <p>Discussion board review of articles/chapters</p> <p>Midterm and Final Exams</p>
Students will participate in a counseling leadership and/or advocacy activity and report personal reflections as related to professional growth and human development. In the summer online course, students will review a book on leadership or advocacy as assigned by the professor. (2.F.1.b,e,f)	<p><i>Instruction</i></p> <p>Unit 3:</p> <p><i>Readings</i></p> <p>HD: Chs. 5.4 Gender Roles and Gender Identity; 6.3 Special Needs and children</p> <p>Heberle (2020) on poverty's effects on children</p> <p>Supplemental Readings in Blackboard shell.</p>	<p><i>Course Assignments</i></p> <p>Leadership Project and Reflection Paper</p> <p>Discussion board review of articles/chapters</p>
Students will explore ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan and explore personal perceptions or biases about the various phases of human development. (2.B.F.2.i)	<p><i>Instruction</i></p> <p>Unit 3:</p> <p><i>Readings</i></p> <p>Supplemental Readings in Blackboard shell.</p>	<p><i>Course Assignments</i></p> <p>Personal Reflection Paper</p> <p>Discussion board review of articles/chapters</p>

Students will explore theories and etiology of addictions and addictive behaviors. (2.F.2.d)	<i>Instruction</i> Unit 1: <i>Readings</i> HD Chapter 10.2 health, lifestyle, alcohol, smoking, addictions Supplemental reading in Unit folder on Blackboard Jacob T. (2001) article on etiology of addictions	<i>Course Assignments</i> Discussion board review of articles/chapters Final Exam
Students will explore the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.2.g)	<i>Instruction</i> Class discussion <i>Readings</i> Supplemental reading in Unit folder on Blackboard Yeager, K., & Roberts, A. (Eds.). (2015) chapter readings	<i>Course Assignments</i> Discussion board review of articles/chapters Final Exam

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Core Knowledge pre and post assessment		N/A	End if Unit 1 online
Self-Efficacy pre and post assessment		N/A	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
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. Many of your midterm and final exam questions will come from this text. Read all PowerPoint and other supplemental materials in the Blackboard shell and watch all assigned videos. All reading must be completed by the opening date of each course unit.		See course schedule grid below.

<p>Blackboard Discussion Board</p> <p>Students are required to participate in weekly discussion boards. The instructor will post prompts for each week 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: A Primary Post: 200-250 words response to the instructor prompt and at least two Response Posts: 100-150 word responses to a fellow student’s primary post.</p> <p><i>Students are expected to make 1 primary and 2 response posts for each instructor prompt. Primary posts must be made by Wednesday at 11:59 PM each week. Response posts must be submitted by the Saturday at 11:59 PM when the discussion board closes at the end of the week.</i></p> <p>Discussion boards will be closed Saturday at end of day (11:59 PM) in the weeks they are posted and will not be reopened.</p> <p>Posts will be graded for content quality and synthesis of course reading materials. Primary posts must demonstrate an understanding of the reading, presentation, or assigned activity, with a normal expectation of approximately 200-250 words in length. Secondary posts may be shorter (100-150 words) but must demonstrate evidence of quality and informed reflection on the subject.</p>	<p>15%</p>	<p>Weekly See course schedule grid below.</p>
<p>Book Review</p> <p>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.</p>	<p>15%</p>	<p>See course schedule grid below.</p>

<p>Leadership Project and Reflection Paper Students will engage in a leadership/advocacy 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 human development perspective. Students will make a brief presentation in the last hybrid meeting.</p>	<p>15%</p>	<p>See course schedule grid below.</p>
<p>Personal Reflection Papers Students will write a 4-6 page reflection paper describing their own experience of their current stage of human development. The paper should include reflections on any personal 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 challenging 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.</p>	<p>15%</p>	<p>See course schedule grid below.</p>
<p>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.</p>	<p>20% (Midterm) 20% (Final)</p>	<p>See course schedule grid below.</p>

Textbooks, required

Balswick, Jack O., King, Pamela E., & Reimer, Kevin (2016). *The reciprocating self: Human development in theological perspective, 2/e*. Downers Grove, IL: IVP Academic. ISBN-13: 9780830851430

Kail, Robert V. & Cavanaugh, John C. (2016). *Essentials of Human Development: A Life-Span View 2nd Edition*. Belmont, CA: Wadsworth. ISBN-13: 9781305504585 (available as a rental from Amazon)

Supplemental Reading, required

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

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.

Baltes, P. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23(5), 611-626.

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>

Freund, A. (2008). Successful aging as management of resources: The role of selection, optimization, and compensation. *Research in Human Development*, 5(2), 94-106. doi: 10.1080/15427600802034827.

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.

Gibson, D.M. (2018). Advocacy Counseling: Being an Effective Agent of Change. In Erford, B.T. (Ed.). *Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Foundations*. (pp. 458-483). New York, NY: Pearson.

Good, M., & Willoughby, T. (2008). Adolescence as a sensitive period for spiritual development. *Child Development Perspectives*, 2(1), 32-37.

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

Kroger, J. & Marcia, J. (2011). The identity statuses: Origins, meanings and interpretations. In S.J. Schwartz et al. (Eds.), *Handbook of identity theory and research* (pp. 31-53). New York: Springer.

Levinson, D. (1986). A conception of adult development. *American Psychologist*, 41(1), 3-13.

Marks, L. D., Cherry, K. E., & Silva, J. L. (2009). Faith, crisis, coping, and meaning making after Katrina: A qualitative, cross-cohort examination. In K. E. Cherry (Ed.), *Lifespan perspectives on natural disasters: Coping with Katrina, Rita, and other storms*. (pp. 195-215). Springer Science + Business Media. https://doi.org/10.1007/978-1-4419-0393-8_10

Scarr, S., & McCartney, K. (1983). How people make their own environments: A theory of genotype-environment effects. *Child Development*, 54, 424-435.

Speier, A. H., Osofsky, J. D., & Osofsky, H. J. (2009). Building a disaster mental health response to a catastrophic event: Louisiana and Hurricane Katrina. In K. E. Cherry (Ed.), (pp. 241-260). Springer Science + Business Media. https://doi.org/10.1007/978-1-4419-0393-8_12

Yeager, K., & Roberts, A. (Eds.). (2015). *Crisis intervention handbook : Assessment, treatment, and research*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Course Teaching Methodology

This is a hybrid classroom and online course. Course content will be delivered online through the Blackboard learning system and in class during four scheduled meetings. Readings, student and professor presentations, video, and peer discussion boards will be used.

Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a computer, 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), 2nd floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary ITC. 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.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and 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.

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies>.)
3. Technical issues will not be considered a valid reason for missing a class session.

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](#).

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 Self-Serve. 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.

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 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 the NOBTS Information Technology Center (ITC) at 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 in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Course Schedule

HD = *Human Development*. RS = *The Reciprocating Self*

Unit #	Week #	Date/Discussion Board	Reading & Assignments Schedule
Unit 1	1 Jan 16-22	1.1	HD: Ch. 1-3 RS: Preface and Ch. 1-3 Take Online: Pre-Course Content and Self-Efficacy Instruments
	2 Jan 23-29	1.2 Class Meets 1/24	HD: Ch. 2-3 RS: Ch. 4-5
Unit 2	3 Jan 30-Feb 5	2.1	HD: Ch. 4,5 RS: Ch. 6
	4 Feb 6-12	2.2	HD: Ch. 6 Baltes (1987) Champagne (2009) Scarr (1983) Due: Personal Reflection Paper (2/12/22, end of day)
Unit 3	5 Feb 13-19	3.1	HD: Ch. 7 RS: Ch. 7 Bretherton (1992) Heberle (2020) Gershoff (2016) Discuss Reflection papers in class
	6 Feb 20-26	3.2 Class Meets 2/21	HD: Ch. 8 RS: Ch. 8, 12, 13 Due: Midterm Exam (2/26/22, end of day)
Unit 4	7 Feb 27-Mar 5	4.1	HD: Ch. 9 RS: Ch. 8 continued Arnett, J. (2000) Kroger, J. & Marcia, J. (2011)
	8 Mar 6-12	4.2	HD: Ch. 10 RS: 9 Due: Book Review (3/12/22, end of day)

	Mar 13-19	SPRING BREAK	NO ASSIGNMENTS
Unit 5	9 Mar 20-26	Class Meets 3/21	HD: Ch. 11 RS: Ch. 9 continued Discuss Book Reviews in class
	10 Mar 27-Apr 2	5.0 <i>One discussion board only for this unit</i>	HD: Ch. 11 continued Levinson, D. (1986)
Unit 6	11 Apr 3-9	6.1	HD: Ch. 12 Jacob (2008)
	12 Apr 10-16	6.2	HD: Ch. 13 RS: Ch. 10
Unit 7	13 Apr 17-23	7.1	HD: Ch. 14 RS: Ch. 11 Good, M. (2008) Freund, A. (2008) Due: Leadership Project Reflection Paper (4/23/22, end of day)
	14 Apr 24-30	7.2 Class Meets 4/25	HD: Ch. 15 - 16 Present Leadership Project Reflections in class
Unit 8	15 May 1-7	8.0 <i>One discussion board only for this unit</i>	RS: 14 Final Exam Review and Discussion Boards Take Post-Course Content and Self-Efficacy Instruments (May 7, 2022)
	16 May 8-14	Finals Week	Final Exam (Take on Blackboard by 5/14/20, end of day)

Student Services

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 dos@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

Selected Bibliography

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