Life can only be understood backwards; but it must be lived forwards.

Kierkegaard

Instructor
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407-366-9493 #220
Thursdays 1pm – 4pm
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Office hours: By appointment
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8/21 – 12/2
Purpose
This course centers on developmental psychology and will provide an overview of the major theories, concepts, and issues of life span development. Life is an every changing and dynamic process which can be studied and understood as an interaction between story, setting, themes and the unique issues of each developmental epoch.

Objectives
A successful student in this course will gain a rich appreciation of the nature and needs of people at various developmental levels. This student should...

- Develop a working knowledge of the theories of individual and family development and transitions across the life-span (CACREP 3.a).
- Become familiar with theories of learning and personality development (CACREP 3.b);
- Understand developmental crises including an awareness of one’s own strategy for navigating such crises (CACREP 3.c,f).
- Gain an awareness of disabilities, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP 3.d,e).
- Discover strategies for facilitating optimum development and optimum mental health over the life-span (CACREP 3.h).
- Explore clinical, personal, ethical and legal considerations of life span development (CACREP 3.g).

Format
This class will utilize small group activities. Much of your individual grade will be determined by small group work. It is imperative that you participate in your small group as well as class discussions. The instructor reserves the right to change the class plan, schedule and strategies if the class goals are not being met.
**Requirements**

- Mid-term: 20%
- Final: 20%
- Weekly reaction papers/quizzes/Reading: 20%
- Interview: 10%
- Attendance & participation: 20%
- To be Told project: 10%

**Academic policies**

- Computers are a welcome educational tool and your use of a lap top computer during our class time is encouraged. However, please do not distract yourself or others by using wireless internet to check e-mail or surf the net during our class time. Do not play games on personal computers during class time.
- Late papers lose a half letter grade.
- This class has been designed to meet the CACREP guidelines for developmental psychology. The CACREP guidelines are listed at the end of this syllabus.
- Please retain a personal copy of all of your work.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94-93</td>
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<tr>
<td>B+</td>
<td>92-91</td>
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<tr>
<td>B</td>
<td>90-85</td>
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<tr>
<td>B-</td>
<td>84-83</td>
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<tr>
<td>D</td>
<td>74-70</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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**Texts**


**ISBN**: 0716757060

Any edition 5th-7th will be acceptable. Used copies of 6th edition should be very reasonable

*To Be Told* by Dan Allender

WaterBrook Press; Reprint edition (November 7, 2006)

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing
by Perry and Szalavitz
Basic Books; Reprint edition (December 25, 2007)

Recommended…
The Scared Journey, Tell Secrets by Buechner

CACREP –

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   a. theories of individual and family development and transitions across the life span;
   b. theories of learning and personality development, including current understandings about neurobiological behavior;
   c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
   d. theories and models of individual, cultural, couple, family, and community resilience;
   e a general framework for understanding exceptional abilities and strategies for differentiated interventions;
   f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
   g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
   h. theories for facilitating optimal development and wellness over the life span.
### Course Objectives Related to Master of Arts in Counseling Degree Program

**Student Learning Outcomes**

**Course:** Human Growth and Development  
**Professor:** James Coffield  
**Campus:** Orlando  

**MAC Degree Program**

In order to measure the success of the MA curriculum, RTS has defined the following as the intended outcomes (SLOs) of the student learning process.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td></td>
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<tr>
<td>Moderate</td>
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<tr>
<td>Minimal</td>
<td>X</td>
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<tr>
<td>None</td>
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#### FOUNDATIONS

Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.

#### COUNSELING, PREVENTION, AND INTERVENTION

Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.

#### DIVERSITY AND ADVOCACY

Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

#### ASSESSMENT

Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.

#### RESEARCH AND EVALUATION

Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.

#### DIAGNOSIS

Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, and evaluates them through a biblical and theological framework.

#### INTEGRATION

Integration of biblical & theological concepts with counseling practices.

#### SANCTIFICATION

Demonstrates a love for Triune God.

Students will participate in interviewing individual about their own life story.