

PSY511 HUMAN GROWTH AND DEVELOPMENT

Reformed Theological Seminary

Fall 2018
3 Credit Hours

Instructor

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Class meeting time
Thursday 9:00am – 12:00pm
Office Hours
Thu – Fri 9am – 4pm

Course Description

This course centers on human growth and development and will provide an overview of the major theories and concepts. Life is an ever 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.

Course Objectives (Knowledge and Skill Outcomes)

At the conclusion of this course students will demonstrate comprehension of the follow:

- CO1. **Developmental Theories** - Theories of individual and family development across the lifespan
- CO2. **Theories of learning**
- CO3. **Personality Development** - Theories of normal and abnormal personality development
- CO4. **Biological Development** - Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- CO5. **Environmental impact on Development** - Systemic and environmental factors that affect human development, functioning, and behavior
- CO6. **Trauma Effects** - Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- CO7. **Interventions** - A general framework for understanding differing abilities and strategies for developmental relevant differentiated interventions
- CO8. **Resilience Strategies** - Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- CO9. **Common Issues** – Common counseling issues found within each developmental epoch.
- CO10. **Treatment Planning** – Developmentally relevant counseling treatment or intervention plans
- CO11. **Model of Counseling** – Processes for aiding students in developing a developmentally relevant personal model of counseling

Methods of Instruction

This course will be taught in a traditional classroom format utilizing didactic instruction and experiential methods.

Assignments (Student Performance Evaluation Criteria)

Students must complete each of the following assignments necessary for successful course completion.

- A1. **Study Guide (30%)**. A comprehensive study guide will be developed by the student over the course of the class. This study guide is designed to ready students to for licensure examination in the area of human growth and development. The study guide will include all material covered in the Berger and Perry texts and will include all of the chapter summaries described in A3 below.
- A2. **Final Exam (30%)**. The final exam may include material from the entire class, and will rely heavily on application of course learning to case studies.
- A3. **Comprehension Evaluation**. Comprehension of the required texts will be measured by the following methods as documented in the Course Process section. Students will be required to verify their reading.
 - a. **Chapter Summaries (10%)**. Each student will summarize the information in assigned chapters of the Berger text. Each chapter's 3-4 page summary is due at the beginning of class on the day the chapter is discussed in class. Summaries should include all major concepts and terminology in the text.
 - b. **Quizzes (30%)**. Students will be quizzed on assigned chapters in the Berger and Perry texts per the course schedule. Quizzes may also include material from readings in the optional list at the discretion of the section professor.

Required Texts

- R1. Berger, Kathleen Stassen (2014). *The Developing Person Through the Life Span*. 9th edition. Worth Publishers. ISBN-13: 978-1-4292-8381-6
- R2. Perry, Bruce and Szalavitz, Maia (2007); *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*; ISBN: 0465056539; 978-0465056538 (co6,7,8)

Optional Texts:

- R3. Estep, J.R., Kim, J.H (2010). *Christian Formation. Integrating Theology & Human Development*. B&H Publishing Group. ISBN: 978-0-8054-4838-2
- R4. Self-selected biography.

Course Process and Schedule

The lecture portions of this course will be taught twice weekly. It is important that you be prepared when class begins. Assigned readings must be completed prior to the start of class. Quizzes on the assigned readings will be given at the start of class.

Date	Topic	Reading Due	Assignments Due
	1. Introduction	Berger Ch. 1	
	2. Theories of Development	Berger Ch. 2	
	Labor Day Holiday		
	3. Heredity and Environment	Berger Ch. 3	
	4. Prenatal Development and Birth	Berger Ch. 4	Quiz 1, Summaries 1-4
	5. 1st Two Years: Biosocial Development	Berger Ch. 5	
	6. 1st Two Years: Cognitive Development	Berger Ch. 6	
	7. 1st Two Years: Psychosocial Development	Berger Ch. 7	Quiz 2, Summaries 5-7
	8. Early Childhood: Biosocial Development	Berger Ch. 8	
	9. Early Childhood: Cognitive Development	Berger Ch. 9	
	Reading Week		
	Reading Week		
	10. Early Childhood: Psychosocial Development	Berger Ch. 10	Quiz 3, Summaries 8-10
	11. Middle Childhood: Biosocial Development	Berger Ch. 11	
	12. Middle Childhood: Cognitive Development	Berger Ch. 12	
	13. Middle Childhood: Psychosocial Development	Berger Ch. 13 Estep Ch. 5	Quiz 4, Summaries 11-13
	14. Adolescence: Biosocial Development	Berger Ch. 14	
	15. Adolescence: Cognitive Development	Berger Ch. 15	
	16. Adolescence: Psychosocial Development	Berger Ch. 16	Quiz 5, Summaries 14-16
	17. Emerging Adulthood: Biosocial Development	Berger Ch. 17	
	18. Emerging Adulthood: Cognitive Development	Berger Ch. 18 Estep Ch. 6	
	19. Emerging Adulthood: Psychosocial Development	Berger Ch. 19	Quiz 6, Summaries 17-19
	20. Adulthood: Biosocial Development	Berger Ch. 20	
	21. Adulthood: Cognitive Development	Berger Ch. 21	
	22. Adulthood: Psychosocial Development	Berger Ch. 22 Estep Ch. 8	Quiz 7, Summaries 20-22
	No Class		
	23. Late Adulthood: Biosocial Development	Berger Ch. 23	
	24. Late Adulthood: Cognitive Development	Berger Ch. 24	
	25. Late Adulthood: Psychosocial Development	Berger Ch. 25	Quiz 8, Summaries 23-25
			Study Guide
	Final Exam 1:30 – 4:30 pm	All	

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All hard copy work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded. Please retain a personal copy of all of your work.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources. Some limited self-disclosure may be expected based on the personal experiential nature of the classroom content.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met, both by reading(s) assigned and evaluation method(s) used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

Course Objective	Reading(s)	Assignment(s)	CACREP Standard(s)
CO1. Developmental Theories	R1. Berger, Kathleen Stassen (2014) or Broderick and Blewitt. (2014)	A1. Study Guide A2. Final Exam A3. Comprehension Evaluation	2.F.3.a
CO2. Theories of Learning	R1. Berger, Kathleen Stassen (2014) or Broderick and Blewitt. (2014)	A1. Study Guide A2. Final Exam A3. Comprehension Evaluation	2.F.3.b
CO3. Personality Development	R1. Berger, Kathleen Stassen (2014) or Broderick and Blewitt. (2014)	A1. Study Guide A2. Final Exam A3. Comprehension Evaluation	2.F.3.c
CO4. Biological Development	R1. Berger, Kathleen Stassen (2014) or Broderick and Blewitt. (2014)	A1. Study Guide A2. Final Exam A3. Comprehension Evaluation	2.F.3.e
CO5. Environmental Impact on Development	R1. Berger, Kathleen Stassen (2014) or Broderick and Blewitt. (2014)	A1. Study Guide A2. Final Exam A3. Comprehension Evaluation A4. Interview	2.F.3.f
CO6. Trauma Effects	R2. Perry & Szalavitz	A2. Final Exam	2.F.3.g
CO7. Interventions	R2. Perry & Szalavitz	A2. Final Exam	2.F.3.h
CO8. Resilience Strategies	R2. Perry & Szalavitz	A2. Final Exam	2.F.3.i
CO9. Common Issues	R2. Perry & Szalavitz	A1. Study Guide	
CO10. Treatment Planning		A2. Final Exam	2.F.5.h
CO11. Model of Counseling		A2. Final Exam	2.F.5.h