**PSY5130 HUMAN GROWTH & DEVELOPMENT**

**Reformed Theological Seminary – Jackson**

Fall 2020

3 Credit Hours

**Instructor**

|  |  |
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| Laura McMahon | **Class meeting time**  Wednesdays, 1:00-4:00pm  **Office Hours**  By appointment (schedule via email) |

**Course Description**

This course centers on human growth and development and will provide an overview of the major theories, concepts, and issues of life span development. 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)**

Students will gain an understanding of the nature and needs of persons at all developmental levels and

in multicultural contexts, including all of the following:

CO1. **Developmental Theories.** Develop a working knowledge of the theories of individual and family development across the life-span (2.F.3.a)

CO2. **Learning Theories.** Become familiar with theories of learning (2.F.3.b)

CO3. **Personality.** Become familiar with theories of personality development (2.F.3.c)

CO4. **Addiction.** Theories and etiology of addictions and addictive behaviors (2.F.3.d)

CO5. **Biology Factors.** Develop a working knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e)

CO6. **Systemic and Environmental Factors.** Gain an awareness of systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f)

CO7. **Trauma.** Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g)

CO8. **Differing Abilities.** A general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h)

CO9. **Resilience.** Gain awareness of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i)

**Methods of Instruction**

This course will be taught in a traditional classroom format, using lecture, classroom activities, & discussions.

**Assignments (Student Performance Evaluation Criteria)**

1. **Reading Quizzes** **(30%)**. Students will be required to complete 5 open-book, reading quizzes on Canvas as per *Course Schedule*. Quizzes cover material from chapters in the Broderick & Blewitt text. The quizzes will consist of 20 multiple choice questions. The quizzes will be available to take on Canvas between Wednesday-Saturday of the week they are due and must be completed by 11:59pm on Saturday evening.
2. **Counselors’ Guides: Group Project (20%).** Students will be placed in small groups. Each group is responsible for creating a 3-4 page “Reference Guide for Counseling Individuals and Families” on an assigned topic related to childhood development. The instructor will assign groups and topics at the beginning of the course. Each group will be responsible for finding 6-8 research-based peer-reviewed journal articles related to their topic that will serve as the basis for the information in their guide. A sample Reference Guide is available on Canvas. A rubric for this assignment, including description of what should be included, will be available on Canvas.
3. **Attachment Case Presentations (20%)**. Students will write a 3-4 page case study of a client they have worked with, considering the information presented in the Clinton & Sibcy text. A rubric for this assignment, including description of what should be included in the case study, will be available on Canvas.
4. **Final Exam (30%)**. A comprehensive, take-home final exam will be given during finals week. The exam will be a case study that will require students to apply concepts from the Broderick & Blewitt text to the life of an individual. Exam will be distributed via Canvas.

**Required Materials**:

1. Broderick, P., & Blewitt, P. (2019). *The life span: Human development for helping professionals (5th ed.).* Pearson. ISBN-13: 978-0135227763
2. Perry, B., & Szalavitz, M. (2017). *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* *(3rd ed.)* ISBN-13: 978-0465094455
3. Clinton, T., & Sibcy, G. (2009). *Attachments: Why you love, feel, and act the way you do. ISBN-13: 978-0785297376*

**Supplemental Materials (*optional*)**:

1. Woods, A. G., Mahdavi, E., & Ryan, J. P. (2013). Treating clients with Asperger’s syndrome and autism. *Child & Adolescent Psychiatry & Mental Health, 7,* 32. doi: 10.1186/1753-2000-7-32.
2. Ray, D. C. (2015). *A therapist’s guide to child development: The extraordinarily normal years.* Rutledge. ISBN-13: 978-1138828971

**Course Process and Schedule**

The lecture portions of this course will be taught once weekly for three hours. It is important that you be prepared when class begins. ***Assigned readings must be completed prior to the start of class***.

| **Lecture ID** | **Date** | **Topic** | **Reading Due** | **Assignments Due**  (due by 11:59pm) | **CACREP 2016**  **Standards** |
| --- | --- | --- | --- | --- | --- |
| L1 | **8/26** | 1. Organizing Themes in Development | Broderick & Blewitt, Ch. 1 |  | 2.F.3.a, b |
| L2 |  | 2. Genetics, Epigenetics, and the Brain | Broderick & Blewitt, Ch. 2 |  |  |
| L3 | **9/2** | 3. Cognitive Development in the Early Years | Broderick & Blewitt, Ch. 3 |  | 2.F.3.a,d,i |
| L4 |  | 4. Emotional & Social Development in the Early Years | Broderick & Blewitt, Ch. 4 |  |  |
| L5 | **9/9** | 5. The Emerging Self & Socialization in the Early Years | Broderick & Blewitt, Ch. 5 |  | 2.F.3.a,e,i |
| L6 |  | *Counseling Considerations in the Early Years* | Perry, Chs. 1-2 | Quiz 1:  The Early Years (Chs 3-5) |  |
| L7 | **9/16** | 6. Realms of Cognition in Middle Childhood | Broderick & Blewitt, Ch. 6 |  | 2.F.3.a,f,i |
| L8 |  | 7. Self & Moral Development: Middle Childhood Through Early Adolescence | Broderick & Blewitt, Ch. 7 |  |  |
| L9 | **9/23** | 8. Gender & Peer Relationships: Middle Childhood Through Early Adolescence | Broderick & Blewitt, Ch. 8 |  | 2.F.3.a,i |
| L10 |  | *Counseling Considerations in Middle Childhood* | Perry, Chs. 3-4 | Quiz 2:  Middle Childhood (Chs 6-8) |  |
| L11 | **9/30** | 9. Physical Cognitive, and Identity Development in Adolescence | Broderick & Blewitt, Ch. 9 |  | 2.F.3.a,e,i |
| L12 |  | *Counseling Considerations in Adolescence* | Perry, Chs. 5-6 |  |  |
| L13 | **10/7** | 10. The Social World of Adolescence | Broderick & Blewitt, Ch. 10 |  |  |
| L14 |  | *Counseling Considerations in Adolescence* | Perry, Chs. 7-8 | Quiz 3: Adolescence  (Chs 9-10) |  |
|  | **10/14** | **Reading Week** |  |  |  |
| L15 | **10/21** | Guest Speaker: Alice Baker MSRD, CEDRD-S, LMHC, LDN – Health at Every Size Across the Lifespan | Readings on Canvas |  | 2.F.3.a,f,i |
|  |  |  | Perry, Chs. 9-10 | Counselor Guides due (by 11:59pm) |  |
| L16 | **10/28** | 11. Physical and Cognitive Development in Young Adulthood | Broderick & Blewitt, Ch. 11 |  | 2.F.3.a,d,i |
| L17 |  | *Counseling Considerations in Young Adulthood* | Perry, Chs. 11-12 |  |  |
| L18 | **11/4** | 12. Socioemotional and Vocational Development in Young Adulthood | Broderick & Blewitt, Ch. 12 |  | 2.F.3.a,d,e,i |
| L19 |  | *Counseling Considerations in Young Adulthood* | Clinton & Sibcy, Chs. 1-3 | Quiz 4:  Young Adulthood  (Chs 11-12) |  |
| L20 | **11/11** | 13. Middle Adulthood: Cognitive, Personality, and Social Development | Broderick & Blewitt, Ch. 13 |  | 2.F.3.a,f,i |
| L21 |  | *Counseling Considerations in Middle Adulthood* | Clinton & Sibcy, Chs. 4-6 |  |  |
| L22 | **11/18** | 14. Living Well: Stress, Coping, and Life Satisfaction in Adulthood | Broderick & Blewitt, Ch. 14 |  | 2.F.3.a,c,f,i |
| L23 |  | *Counseling Considerations in Adulthood* | Clinton & Sibcy, Chs. 7-9 | Attachment Case Study (due by 11:59pm) |  |
|  | **11/25** | **Thanksgiving Holiday** |  |  |  |
| L24 | **12/2** | 15. Gains and Losses in Late Adulthood | Broderick & Blewitt, Ch. 15 |  | 2.F.3.a,e,i |
| L25 |  | *Counseling Considerations in Late Adulthood* | Clinton & Sibcy, Chs. 10-12 | Quiz 5: Middle & Late Adulthood  (Chs 13-15) |  |
|  | **12/12** | Final Exam |  | Due by 11:59pm | 2.F.3.a,b,c,d,e,f,h,i |

**Policies and Important Information**

**APA-Style.** Unless otherwise noted, all written work must conform to American Psychological Association (APA) style, 7th edition. 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.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the PsycARTICLES Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following instructions emailed to you (including a username and password).

**Submission of work**. All assignments should be submitted via Canvas.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy:** Regular attendance is expected and required. 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.

**Scoring Rubric: Counselor Reference Guide**

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| --- | --- | --- |
| **Component** | **Expectation** | **Points Awarded** |
| **Glossary of Terms** |  | **\_\_\_ / 10 max pts** |
| **Impact** |  | **\_\_\_ / 20 max pts** |
| **Possible Client Issues** |  | **\_\_\_ / 20 max pts** |
| **Effective Interventions** |  | **\_\_\_ / 20 max pts** |
| **Resources for Clients** |  | **\_\_\_ / 20 max pts** |
| **Reference List** |  | **\_\_\_ / 10 max pts** |
| **TOTAL**  **POINTS** | **Total Points:** | **\_\_\_ / 100 pts** |

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in earlier sections of this syllabus.

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| --- | --- | --- | --- | --- |
| **CACREP Standard** | **Course Objective** | **Materials** | **Lecture** | **Assignments** |
| 2.F.3.a | 1. Developmental Theories | M1. Broderick & Blewitt, 2019. (1-24)  M3. Clinton & Sibcy, 2009. | L1-25 | A1,2,3,4 |
| 2.F.3.b | 1. Learning Theories | M1. Broderick & Blewitt, 2019. (2) | L2 | A1,4 |
| 2.F.3.c | 1. Personality | M1. Broderick & Blewitt, 2019. (22) | L23 | A1,3,4 |
| 2.F.3.d | 1. Addiction | M1. Broderick & Blewitt, 2019. (3) | L3,15,17,20 | A1,2,3,4 |
| 2.F.3.e | 1. Biology Factors | M1. Broderick & Blewitt, 2019. (5) | L5,8,11,14,17,20,24 | A1,2,3,4 |
| 2.F.3.f | 1. Systemic and Environmental Factors | M1. Broderick & Blewitt, 2019. (x) | L7,10,13,16,19,22 | A1,2,3,4 |
| 2.F.3.g | 1. Trauma | M2. Perry, 2017. | L10,11 | A3 |
| 2.F.3.h | 1. Differing Abilities | M4. Woods, et al., 2007. | L3,4 | A2,4 |
| 2.F.3.i | 1. Resilience | M1. Broderick & Blewitt, 2019. | L2-25 | A1,2,3,4 |

\* Textbook chapters are denoted in parenthesis



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: PSY5130 Human Growth & Development

Professor: Elizabeth Pennock

Campus: Orlando

Date: Fall 2020

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| **MAC\* Student Learning Outcomes**  *In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.* | | **Rubric**  **Strong, Moderate, Minimal, None** | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Moderate | Knowledge of normal human development across the lifespan is needed to be an effective counselor and informs ethics, career development, and advocacy. |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Moderate | Multicultural considerations are included throughout the course, and included within the primary text. |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas. | Strong | This course was designed to be the primary course meeting this student learning outcome. |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | Minimal | The modules on adolescents and emerging adults provides important information related to career development. |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | Moderate | Approaches to working with developmentally specific disorders are discussed. |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | None | None |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include 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. | None | None |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | None | None |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | Moderate | Approaches to working with developmentally specific disorders are discussed. |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Moderate | Integration of biblical and developmental concepts is woven throughout the course |
| **Sanctification** | Demonstrates a love for the triune God. | None | None |