



COUN5321 Human Development

**New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Summer 2020 online**

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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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Interpersonal Skills, Servant Leadership and Spiritual and Character Formation.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

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> Blackboard supplemental reading materials, presentations, videos. Class discussion and Blackboard Discussion Board</p> <p><i>Reading</i> <i>The Reciprocating Self</i> <i>Essentials of Human Development: A Life-span View.</i></p>	<p><i>Signature Assignments</i> Core Knowledge pre and post assessments Self-Efficacy pre and post test</p> <p><i>Course Assignments</i> 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> Unit 1, 2, 3 supplemental materials in Blackboard Class Discussion of Book Reviews</p> <p><i>Readings</i> HD Chapters 1, 13 RS Chapters</p>	<p><i>Course Assignments</i> Midterm and Final Exams Book Review</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> Unit 3 class discussion and Blackboard discussions</p> <p><i>Readings</i> HD Chapters 8, 15 RS Chapter 13</p>	<p><i>Course Assignments</i> 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> Class discussion and review of leadership/advocacy activity student projects</p> <p><i>Readings</i> Supplemental Readings in Blackboard shell</p>	<p><i>Course Assignments</i> Leadership Project and Reflection Paper</p>
Students will explore ethical and culturally relevant strategies for	<p><i>Instruction</i> Unit 3:</p>	<p><i>Course Assignments</i> Personal Reflection Paper</p>

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)	<i>Readings</i> Supplemental Readings in Blackboard shell.	
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 Supplemental reading in Unit folder on Blackboard	<i>Course Assignments</i> 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	<i>Course Assignments</i> Final Exam

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Core Knowledge pre and post assessment		N/A	End of 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		See course schedule grid below.

<p>must be completed by the opening date of each course unit.</p>		
<p>Blackboard Discussion Board Students are required to participate in weekly discussion boards. The instructor will post prompts for each unit 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: Primary Post = responses to the instructor prompt and Response Posts = response to another student’s major post.</p> <p><i>Students are expected to make 1 primary and 2 response posts for each prompt. Primary posts must be made by Wednesday at 11:59 PM each week. Response posts must be submitted by the time the discussion board closes at the end of the week.</i></p> <p>A new discussion board will be made available on Sunday (12:00 AM) of each week. Discussion boards will be closed Saturday at end of day (11:59 PM) each week. Discussion boards <i>will not be reopened</i> once they are closed, so students must be sure to post prior to midnight on Saturday each week.</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 one paragraph in length. Secondary posts may be shorter (a few sentences to a paragraph) 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 Students will read and review one book from the selected bibliography listed in this syllabus. The review will</p>	<p>15%</p>	<p>See course schedule grid below.</p>

<p>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>Leadership & Advocacy Book Review with Personal/Professional Application Students will read one of the optional leadership and advocacy books and write a 6-7 page review. The review will consist of a brief summary of the book along with an evaluation of its strengths and weaknesses, its usefulness and most appropriate audience, and a plan for how the student can lead or advocate in their own professional life and practice based on the principles learned in the book. Reviews are to be 6-7pages in length and may employ parenthetical page number references as necessary. Please include an APA-style citation for the book you review.</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 related to their current stage of human development. The paper should include reflections on any 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 difficult 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</p>	<p>20% (Midterm) 20% (Final)</p>	<p>See course schedule grid below.</p>

<p>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>		
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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)

Books for Leadership & Advocacy Review (student will choose one)

Brown, Brene. (2018). *Dare to lead: Brave work, tough conversations, whole hearts*. New York: Vermilion. ISBN-13: 9781785042140

Drebing, C. (2016). *Advocating for others: A pocket resource for peer specialists and counselors*. Holliston, MA: Alderson Press. ISBN-13: 9781329803091

Pei, A. (2018). *The minority experience: Navigating emotional and organizational realities*. Downers Grove, IL: IVP Books. ISBN-13: 9780830845484

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. These readings are brief and required.

Course Teaching Methodology

This is an online course. Course content will be delivered online through the Blackboard learning system. Readings, 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 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), 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.

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 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.

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 Services

(CACREP 1.F, H)

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 studentservices@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

Student Course Schedule

HD = Human Development. RS = The Reciprocating Self

Week #	Date/Discussion Board	Reading & Assignments Schedule	Learning Experiences
1	<i>Jun 1-6 1.1, 1.2</i>	HD: Ch. 1-3 RS: Preface and Ch. 1-3 Take Online: Pre-Course Content and Self-Efficacy Instruments	Peer discussion on Blackboard
2	<i>Jun 7-13 2.1, 2.2</i>	HD: Ch. 4-5 RS: Ch. 4-6 Due: Leadership & Advocacy Book Review with Personal/Professional Application (6/15, end of day)	Peer discussion on Blackboard
3	<i>Jun 14-20 3.1, 3.2</i>	HD: Ch. 6-7 RS: Ch. 7	Peer discussion on Blackboard
4	<i>Jun 21-27 4.1, 4.2</i>	HD: Ch. 8-9 RS: 8 Due: Midterm Exam (6/29, end of day)	Peer discussion on Blackboard
5	<i>June 28-Jul 4 5.1, 5.2</i>	HD: Ch. 10-11 RS: Ch. 9 Due: Personal Reflection Paper (7/6, end of day)	Peer discussion on Blackboard
6	<i>Jul 5-11 6.1, 6.2</i>	HD: Ch. 12-13 RS: Ch. 11	Peer discussion on Blackboard
7	<i>Jul 12-18 7.1, 7.2</i>	HD: Ch. 14-15 RS: Ch.12 Due: Book Review (7/20, end of day)	Peer discussion on Blackboard
8	<i>Jul 19-25 8.1, 8.2</i>	HD: Ch. 16 RS: 13-14 Take Online: Post-Course Content and Self-Efficacy Instruments	Peer discussion on Blackboard
Final Exam Week Jul 26-31	FINAL EXAM ALERT: SHORT WEEK!	Due: Final Exam (may be taken online any time from 7/26/20 at 12:00 AM to 7/31/20 at 11:59 PM.) <i>Note carefully that the semester ends on FRIDAY, 7/31/20, and that the Blackboard shell will close at that time.</i>	

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Selected Bibliography

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

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Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*, 13th 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.

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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.