



COUN5321 Human Development
 New Orleans Baptist Theological Seminary
 Division of Church and Community Ministries
 Spring 2023 Hybrid

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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 on Canvas.

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	<i>Instruction</i> Canvas supplemental reading materials, presentations, videos. Class discussion and Canvas Discussion Board <i>Reading</i> <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)	<i>Signature Assignments</i> Core Knowledge pre and post assessments Self-Efficacy pre and post test <i>Course Assignments</i> Midterm and Final Exams Discussion board review of articles/chapters

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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> Unit 1, 2, 3 supplemental materials in Canvas Class Discussion of Book Reviews	<p><i>Course Assignments</i></p> Midterm and Final Exams Book Review Discussion board review of articles/chapters
	<p><i>Readings</i></p> ALO sections on family development in multiple chapters: Physical Health across life stages in multiple chapters; 5.2, 7.2, 9.2, 11.2, 15.2: Information Processing; 10.4 Personality in Young Adulthood; 14.1, 16.1, 18.1 Personality RS Chapter 4: Developmental Theory Scarr (1983): Genetic Theory Champagne (2009) Genetic-environmental interplay	
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> Unit 3 class discussion and Canvas discussions	<p><i>Course Assignments</i></p> Discussion board review of articles/chapters Midterm and Final Exams
	<p><i>Readings</i></p> ALO theories of human development: cognitions, morality and faith, and the human experience: Ch.10.22 Moral Development), 16.4 & 18.4 Spirituality Good, M. (2008) Spiritual Development in Adolescence	
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> Class discussion and review of leadership/advocacy annotated bibliography	<p><i>Course Assignments</i></p> Leadership Project and Reflection Paper Discussion board review of articles/chapters
	<p><i>Readings</i></p> Supplemental Readings in Canvas shell Gibson (2018) chapter on advocacy in counseling	
Students will explore ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across	<p><i>Instruction</i></p> Unit 3:	<p><i>Course Assignments</i></p> Personal Reflection Paper Discussion board review of articles/chapters
	<p><i>Readings</i></p> ALO: Chs. 8.2 Social Development:	

the lifespan and explore personal perceptions or biases about the various phases of human development. (2.B.F.2.i)	Sex Role and Gender Role Development; 11.2 Gender Differences, 12.2 Identity Development, 17.4 Gender Differences, 5.2 Cognitive Development: Information Processing Intelligence Heberle (2020) on poverty's effects on children Supplemental Readings in Canvas shell.	
Students will explore theories and etiology of addictions and addictive behaviors. (2.F.2.d)	<i>Instruction</i> Unit 1: <i>Readings</i> ALO Chapter 14, Addictions Supplemental reading in Unit folder on Canvas 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 Canvas 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 the material according to the assignments schedule in this syllabus. Read the <i>Reciprocating Self</i> text carefully, as many of your discussion board topics will be related to this book. Read the <i>Advanced</i>		See course schedule grid below.

<p><i>Lifespan Odyssey</i> 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 Canvas shell and watch all assigned videos. All reading must be completed by the opening date of each course unit.</p>		
<p>Canvas 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 <i>The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development</i>. 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.</p>	15%	See course schedule grid below.
<p>Leadership & Advocacy Annotated Bibliography Students will compile an annotated bibliography of five articles from peer-reviewed journals related to leadership and advocacy. The entry for each article should include an APA 7 citation, a brief explanation of the purpose of the article or study, a summary of the central ideas and conclusions, and reflection on how a professional counselor can advocate related to the subject matter. Students may use up to two of the articles listed as supplementary reading for this class if desired.</p>	15%	See course schedule grid below.
<p>Chapter Quizzes Students will complete weekly chapter quizzes on Canvas covering the week's reading material from the <i>Advanced Lifespan Odyssey</i> textbook. All quizzes are due by 11:59 PM (Central) on the Saturday night of the week assigned.</p>	15%	See course schedule grid below.
<p>Midterm and Final Exams Exams will be administered on Canvas. 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>	20% (Midterm) 20% (Final)	See course schedule grid below.

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Textbooks, required

Balswick, J. O., King, P. E., & Reimer, K. S. (2016). *The Reciprocating Self: Human Development in Theological Perspective (Christian Association for Psychological Studies Books)* (2nd ed.). IVP Academic. ISBN: 9780830851430

Erford, B., & Tucker, I. B. (2016). *An Advanced Lifespan Odyssey for Counseling Professionals* (1st ed.). Cengage Learning. ISBN: 978-1285083582

Gunnoe, M. L. (2022). *The Person in Psychology and Christianity: A Faith-Based Critique of Five Theories of Social Development*. IVP Academic. ISBN: 9780830828722

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 Canvas 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>

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.; Rohrbaugh, 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
- 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 an online course. Course content will be delivered online through the Canvas 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

Attendance Policy

Hybrid Classes: Students are expected to attend and participate in the class sessions. Because of the nature of the hybrid, students who miss more than four hours may receive a grade of “F” for the course.

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 this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

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 relating 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 Canvas for information specific to this course. Because Canvas 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.

Late Assignments Policy for Counseling Division Courses

All work is due by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, “days” are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

Netiquette

Netiquette refers to appropriate online behavior in Canvas 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 Students

Graduating Students 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.

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 Canvas 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. CanvasHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Canvas Learning Management System NOBTS.Canvas.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](#).

Course Reading and Assignments Schedule

Spring 2023

Unit #	Dates & Topics	Readings	Discussion and Quiz Schedule	Assignments
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1	Jan 17-21	ALO: Ch 1	Discussion 1.1 Quiz Ch 1 <i>All quizzes are due by 11:59 PM (Central) on the Saturday night of the week assigned.</i>	Take Online: KPI 3.1 Human Development Self-Efficacy Scale PRE Due Mar 21, end of day
	Jan 22-28 Theology and Human Development	RS: Preface and Ch. 1-3	Discussion 1.2	
Hybrid Meeting 1 on Monday 23 January from 1:00-4:50 PM Central Time				
2	Jan 29-Feb 4 Developmental Theories, Genetic and Environmental Foundations, Infancy	ALO: Ch 2, 3 Bretherton (1992) Cummings (2012) Scarr (1983)	Discussion 2.1 Quiz Ch 2	
	Feb 5-11 Christian Theological Interaction with Developmental Theories	RS: Ch 4-5	Discussion 2.2 Quiz Ch 3	Due: Book Review of <i>The Person in Psychology and Christianity</i> Mar 11, end of day
3	Feb 12-18 Genetics, Heredity, Environment, Prenatal Development	ALO: Ch 4 Champagne, F., & Mashoodh, R. (2009)	Discussion 3.1 Quiz Ch 4	
	Hybrid Meeting 2 on Monday 13 February from 1:00-4:50 PM Central Time			
	Feb 19-25 Infancy & Toddlerhood	ALO: Ch. 5, 6 RS: Ch 6	Discussion 3.2 Quiz Ch 5 Quiz Ch 6	
4	Feb 26-Mar 4 Early Childhood	ALO: Ch 7-8 RS: Ch 7 Gershoff (2016)	Discussion 4.1 Quiz Ch 7 Quiz Ch 8	Due: Midterm Exam Mar 4, end of day
	Mar 5-11 Middle Childhood	ALO: Ch 9-10	Discussion 4.2 Quiz Ch 9 Quiz Ch 10	
5	March 12-18 is SPRING BREAK . No meetings or assignments due.			

	Mar 12-18 Adolescence	ALO: Ch 11-12 RS: Ch 8 Arnett, J. (2000) Good (2008)	Discussion 5.0 Quiz Ch 11 Quiz Ch 12	
6	Mar 19-25 Young Adulthood	ALO: Ch 13 RS: Ch 9	Discussion 6.1 Quiz Ch 13	Jacob (2008)
	Mar 26-Apr 1 Addictions, Crisis	ALO: Ch 14 Speier (2009) Yeager (2015)	Discussion 6.2 Quiz Ch 14	
Hybrid Meeting 3 on Monday 27 March from 1:00-4:50 PM Central Time				
7	Apr 2-8 Middle Adulthood	ALO: Ch 15-16 RS: Ch 10 Gibson (2018) Heberle (2020)	Discussion 7.1 Quiz Ch 15 Quiz Ch 16	Due: Leadership & Advocacy Book Review Apr 8, end of day
	Apr 9-15 Later Adulthood	ALO: Ch 17-18 RS: Ch 11 Bertrand (2012)	Discussion 7.2 Quiz Ch 17 Quiz Ch 18	
8	Apr 16-22 Morality and Spirituality in Human Development	RS: Ch 12-13	Discussion 8.1	
	Apr 23-29 The Reciprocating Religious Community	RS: Ch 14	Discussion 8.2	
Hybrid Meeting 4 on Monday 24 April from 1:00-4:50 PM Central Time Take Online in class: KPI 3.1 (2) Human Development Self-Efficacy Scale POST Complete in class: Course Evaluation				
Final Exam	Open May 4-10	Take by end of day May 10 on Canvas. Graduating students please take this as early as possible to facilitate the recording of your final grades.		

Selected Bibliography

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

Clinebell, H. (1992). *Well being: A personal plan for exploring and enriching the seven dimensions of life*. San Francisco: Harbor Collins.

Cozolino, L. J. (2014). *The neuroscience of human relationships: Attachment and the developing social brain*. New York, NY: W. W. Norton & Company.

- 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.
- Santrock, J. (2009). *Adolescence*. Columbus, OH: McGraw Hill.
- 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.