## PSYC5321: Human Development

Spring 2016, Hybrid
Division of Church and Community Ministries

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments through the local church and its ministries.*

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### Purpose of Course

The purpose of this course is to develop students' knowledge of human developmental stages
and their characteristics and to promote application of this knowledge to counseling and church
settings to promote spiritual, emotional, and cognitive growth in individuals and communities.

### Our Core Values

The seminary has five core values. The focal core value for 2016-2017 is Mission Focus. This
course supports the five core values of the seminary.

*Doctrinal Integrity*: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim
it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious
Belief" and the "Baptist Faith and Message 2000."

*Spiritual Vitality*: We are a worshiping community emphasizing both personal spirituality and
gathering together as a Seminary family for the praise and adoration of God and instruction in
His Word.

*Mission Focus*: We are not here merely to get an education or to give one. We are here to change
the world by fulfilling the Great Commission and the Great Commandments through the local
church and its ministries.

*Characteristic Excellence*: What we do, we do to the utmost of our abilities and resources as a
testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership*: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is Mission Focus. Throughout this course students will be encouraged to consider how the core value of Mission Focus impacts their development as Christian counselors called to support the ministries of the local church.

## Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

*Biblical Exposition:* To interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

The curriculum competencies addressed in this course are: Interpersonal Skills, Servant Leadership, and Spiritual and Character Formation.

## Course Catalog 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.

## Student Learning Outcomes

By the end of this study, students will:

        A. be able to demonstrate knowledge and understanding of
                1. the different theories of human development by recognizing and identifying
                    them on a midterm or final exam.
                2. the physical, cognitive, emotional and social development of the different
                    stages of human development by recognizing and identifying them on a
                    midterm or final exam.
                3. the development of faith and moral reasoning, major theories and theorists
                    through reading and interaction in the Blackboard discussion board.
        B. increase skills related to counseling individuals and families through the use of the
            knowledge of developmental issues by
                1. developing a summary of issues important for each developmental phase.
                2. developing specific interventions for specific disorders critical to a specific
                    phase.
                3. demonstrating the application of theory to specific case situations presented in
                    the discussion board.
        C. increase in their ability to identify personal perceptions or attitudes that are skewed by
            personal experience or bias about children, adolescents, and various phases of adult
            life by completing reflection papers.

## Textbooks

Kail, Robert V. & Cavanaugh, John C. (2014). *Essentials of human development: A life-span view*. Belmont, CA: Wadsworth.

Balswick, Jack O., King, Pamela E., & Reimer, Kevin (2005). *The reciprocating self: Human development in theological perspective.* Downers Grove, IL: IVP Academic.

## Course Requirements

*All assignments must be completed to receive a passing grade in the course.*

*Reading:*
        Students are required to read all of the material according to the assignments schedule in this syllabus. Read the *Reciprocating Self* text most 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. Read all PowerPoint and other materials in the Blackboard shell. All reading must be completed by the opening date of each course unit.

*Blackboard Discussion Board*
        Students will be required to participate in weekly discussion on Blackboard. Questions and activities will be posted throughout the semester. Each student will be responsible for

one primary post in response to *each* of the instructor questions, and a minimum of two secondary post responses per unit, commenting on primary posts from other students.

As an example – in Week 1, you will make a primary post addressing the instructor question for 1.1. Then, you will be responsible for commenting on two posts during the week from your fellow students – these are your secondary posts for 1.1. So, your total minimum posting for the week is 1 primary post and 2 secondary posts. Feel free to make more secondary posts and to keep the discussion going. You will repeat this process in Week 2 and in subsequent weeks. See the Reading and Assignments Schedule below for specific dates.

A new discussion board will be posted at the beginning of each week (on Sunday of each week at 12:00 AM). In order to facilitate better discussion, *students must post their primary responses as early as possible in the week, no later than Wednesday, end of day*. Discussion boards will be closed on Saturday at 11:59 PM (CST) each week. Discussion board will not be reopened once they are closed.

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.

*Book Review*

Students will read and review one book from the selected bibliography listed in this syllabus. 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. If the student wishes to review a book not on the selected bibliography list, prior approval must be obtained from the instructor.

*Phases of Development Handouts OR Website Reviews*

You will have two options for completing this portion of the course. For each of **four** developmental phases that you choose, you may turn in *either* a Phase of Development Handout *or* a Review of Three Websites Related to the Phase. You may switch between the two options for each phase (so, you could do a handout for the first phase, website reviews for the second, etc.).

Handouts (if you choose this option) will consist of a summary of developmental milestones and issues as discovered in readings that could impact client understanding specifically related to each phase in life. Phases included are early childhood (3-6), middle childhood (7-9), later childhood (10-12), adolescence (13-17), early adulthood (18-27), young middle adulthood (28-44), middle adulthood (45-65), later adulthood (66-85), and last phase (86+). Students will select 4 different phases to complete. Handouts should address categories of Physical, Cognitive, Emotional, Social, and Spiritual

development. The handouts should be appropriate for distribution to clients or their parents and should be 1 to 2 pages in length. They should evidence substantive understanding of the topic, as well as time and effort in the production of an attractive, well-designed handout. See the Blackboard shell for a few examples.

Website Reviews (if you choose this option) will consist of a comprehensive review of **three** websites directly related to each of the four developmental phases you choose (three website reviews per stage; four stages). The reviews must be concise, but detailed, including the Website Name, URL, summary of content, description and review of its design and user-friendliness, review of its usefulness for those seeking information helpful to this developmental stage, recommended target audience, and an example of how the site might be used in a therapy or clinical scenario.

*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 issuers 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.

*Midterm and Final Exams*

Exams will be administered on Blackboard. 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.

## Course Assignment Evaluation Percentages

| | |
|---|---|
| Blackboard Discussion Board | 20% |
| Book Review | 10% |
| Developmental Handouts or Website Reviews (4) | 15% |
| Reflection Paper | 15% |
| Midterm Exam | 20% |
| Final Exam | 20% |

## Course Policies

**Reading Assignments**

Students are responsible for completing all reading assignments.

**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.

**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.

**Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. http://www.nobts.edu/writing/default.html 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.

**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.

**Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook http://www.nobts.edu/_resources/pdf/studentservices/NOBTSHandbook.pdf where the definition, penalties and policies associated with plagiarism are clearly defined.

**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.

**Extra Credit**

Extra credit assignments are allowed for this course and must be approved by the instructor.

**Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information

Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- **Selfserve@nobts.edu** - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

- **BlackboardHelpDesk@nobts.edu** - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

- **ITCSupport@nobts.edu** - Email for general technical questions/support requests.

- **www.NOBTS.edu/itc/** - General NOBTS technical help information is provided on this website.

- For Student Assistance in using Blackboard, visit: **Student Bb Help**

**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.

**Academic Policies**
Academic policies relater 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.*

**Web-based Course Reminder/Warning**
Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom.  Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work.  This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content.  Note that your instructors are praying for your success.

**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.

## Course Schedule

HD = *Human Development*.  RS = *The Reciprocating Self*

| Unit # | Date/Discussion Board | Reading & Assignments Schedule |
|---|---|---|
| 1 | 1.1<br>*1/19/16 – 1/23/16* | HD:  Ch. 1<br>RS:  Preface and Ch. 1-3 |
| 2 | 1.2<br>*1/24/16 – 1/30/16*<br>**Class Meets 1/25** | HD:  Ch. 2-3<br>RS:  Ch. 4-5<br>**Due: Website Reviews or Dev. Handout 1 (1/30/16, end of day)** |
| 3 | 2.1<br>*1/31/16 – 2/6/16* | HD:  Ch. 4,5<br>RS:  Ch. 6 |
| 4 | 2.2<br>*2/7/16 – 2/13/16* | HD:  Ch. 6<br><br>**Due:  Website Reviews or Dev. Handout 2 (2/13/16, end of day)** |
| 5 | 3.1<br>*2/14/16 – 2/20/16*<br>**Class Meets 2/15** | HD:  Ch. 7<br>RS:  Ch. 7 |
| 6 | 3.2<br>*2/21/16 – 2/27/16* | HD:  Ch. 8<br>RS:  Ch. 8, 12, 13<br>**Due: Midterm Exam (2/27/16, end of day)** |
| 7 | 4.1<br>*2/28/16 – 3/5/16* | HD:  Ch. 9<br>RS:  Ch. 8 continued |
| 8 | 4.2<br>*3/6/16 – 3/12/16* | HD:  Ch. 10<br>RS: 9<br>**Due:  Book Review (3/12/16, end of day)** |
| 9 | *3/13/16 – 3/19/16* | **Spring Break** |
|  | 5.1<br>*3/20/16 – 3/26/16* | HD:  Ch. 11<br>RS:  Ch. 9 continued<br>**Due:  Website Reviews or Dev. Handout 3 (3/26/16, end of day)** |
| 10 | 5.2<br>*3/27/16 – 4/2/16*<br>**Class Meets 3/28** | HD:  Ch. 11 continued |
| 11 | 6.1 | HD:  Ch. 12 |

| | | |
|---|---|---|
| | *4/3/16 – 4/9/16* | **Due:  Website Reviews or Dev. Handout 4 (4/9/16, end of day)** |
| **12** | 6.2<br>*4/10/16 – 4/16/16* | HD:  Ch. 13<br>RS:  Ch. 10 |
| **13** | 7.1<br>*4/17/16 – 4/23/16* | HD:  Ch. 14<br>RS:  Ch. 11<br>**Due: Reflection Paper (4/23/16, end of day)** |
| **14** | 7.2<br>*4/24/16 – 4/30/16*<br>**Class Meets 4/25** | HD:  Ch. 15 |
| **15** | 8.1, 8.2<br>*5/1/16 – 5/7/16* | HD:  Ch. 16 |
| **16** | *5/8/16 – 5/12/16* | **Due: Final Exam**<br>**Final Exam (Take by 5/12/16, end of day)**<br>Final Exam may be taken online any time from 5/8/16 at 12:00 AM<br>to 5/12/16 at 11:59 PM**.**<br>**Note carefully that the semester ends on Thursday, 5/12/16, and that the final must be completed by 11:59 that night.**<br>The Blackboard shell will close at midnight Friday night, 5/13/16 and cannot be reopened. |

# 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 Fransico: 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.

# Student Services

*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/studentservices, 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/studentservices/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 –

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