

**PSYC 5321 Human Development – Online Course
Summer 2015**

New Orleans Baptist Theological Seminary
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Mission Statement

The mission of the 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.

Core Value Focus

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for this academic year is Spiritual Vitality. Throughout this course students will be encouraged to consider how the core value of Doctrinal Integrity impacts their development as a Christian counselor called to support the ministries of the local church.

Curriculum Competencies Addressed

This course primarily addresses the NOBTS core competencies of Interpersonal Skills, Servant Leadership, and Spiritual & Character Formation.

I. Course Description:

The 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.

II. Student Learning Outcomes:

By the end of the study, the student 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.

III. Course Methodologies

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, discussion board participation, lectures, reflection papers, examinations, a creative presentation, and other assignments will be included.

IV. Required Textbooks:

Kail, Robert V. & Cavanaugh, John C. (2014). *Essentials of Human Development: A Life-Span View*, Belmont, CA: Wadsworth. ISBN 13: 978-1133943440

Balswick, Jack O., King, Pamela E., & Reimer, Kevin (2005). *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic. ISBN-13: 978-0830827930

V. 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 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: Major Post = responses to the instructor prompt and Minor Posts = response to another student's major post.

Students are expected to make 1 major and 2 minor posts for each prompt. Since this is a summer course, we will cover an entire unit each week. This means that each week, students will make two major posts and four minor posts. As an example, in week one of the course, students will answer the major prompts for 1.1 and 1.2, then make two minor posts in response to their classmates' major posts for each prompt. Major posts must be made by Wednesday at 11:59 PM each week. Minor posts must be submitted by the time the discussion board closes at the end of the week.

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 *will not be reopened* once they are closed, so students must be sure to post prior to midnight on Saturday each week.

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 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.

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.

VI. Course Evaluation:	Assignment Values
Blackboard Discussion Board	20%
Book Review	10%
Developmental Handouts or Website Reviews (4)	15%
Reflection Paper	15%
Midterm Exam	20%
Final Exam	20%

Reading and Assignments Schedule

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

Unit #	Date/Discussion Board	Reading & Assignments Schedule
1	1.1, 1.2 6/1/15 – 6/6/15	HD: Ch. 1 RS: Preface and Ch. 1-3
		HD: Ch. 2-3 RS: Ch. 4-5 Due: Website Reviews or Dev. Handout 1 (6/6/15, end of day)
2	2.1, 2.2 6/7/15 – 6/13/15	HD: Ch. 4,5 RS: Ch. 6
		HD: Ch. 6 Due: Website Reviews or Dev. Handout 2 (6/13/15, end of day)
3	3.1, 3.2 6/14/15 – 6/20/15	HD: Ch. 7 RS: Ch. 7
		HD: Ch. 8 RS: Ch. 8, 12, 13 Due: Midterm Exam (6/20/15, end of day)
4	4.1, 4.2 6/21/15 – 6/27/15	HD: Ch. 9 RS: Ch. 8 continued
		HD: Ch. 10 RS: 9 Due: Book Review (6/27/15, end of day)
5	5.1, 5.2 6/28/15 – 7/4/15	HD: Ch. 11 RS: Ch. 9 continued
		HD: Ch. 11 continued Due: Website Reviews or Dev. Handout 3 (7/4/15, end of day)
6	6.1, 6.2 7/5/15 – 7/11/15	HD: Ch. 12
		HD: Ch. 13 RS: Ch. 10 Due: Website Reviews or Dev. Handout 4 (7/11/15, end of day)

7	7.1, 7.2 7/12/15 – 7/18/15	HD: Ch. 14 RS: Ch. 11
		HD: Ch. 15 Due: Reflection Paper (7/18/15, end of day)
8	8.1, 8.2 7/19/15 – 7/24/15 ** <i>Short Week Alert!</i>	HD: Ch. 16
		Due: Final Exam (may be taken online any time from 7/19/15 at 12:00 AM to 7/24/15 at 11:59 PM.) <i>Note carefully that the semester ends on FRIDAY, 7/24/15, and that the Blackboard shell will close at that time.</i>

Additional Items and Policies:

Academic Honesty:

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.

Assignment Submission:

- All assignments will be submitted electronically through Blackboard in the “Assignments” section of the course shell.
- Microsoft Word files (doc and docx) are preferred but not required. Other word processing formats are acceptable, as is PDF. For documents produced in graphics or publishing platforms (MS Publisher, Adobe products, etc.), please render as PDF before submission.
- All assignments are due by 11:59 PM (CST) on the due date.
- Assignments will be graded in Blackboard and available for review in Blackboard by the student after grading is completed.

Attendance:

This course is designed to be an interaction between the professor and students and between students. Attendance for this course will be determined by the students’ responses to questions posted to the discussion board each week. Each student must make substantive responses to the activities and question(s) posted. You are encouraged to interact with the responses of your fellow students as well.

Grading Scale:

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

- A: 93-100
- B: 85-92
- C: 77-84

D: 70-76

F: Below 70

Online Etiquette:

As a student preparing for ministry and enrolled in a graduate level course, a mature attitude toward education is expected. Material posted to this course's website should reflect scholarly thought appropriate to both ministry and graduate level work. Please do not post non-course material to the website. Observing the following suggestions will help ensure a positive experience for everyone.

Here are some helpful hints as to what to do:

1. Use courtesy and discretion.
2. Be precise in your writing and keep in mind that your audience does not have the benefit of seeing you or observing your body language, including your facial expressions, and, in particular, hearing your "tone of voice." What you may intend as humor could be interpreted in a variety of ways by your readers, so try to communicate as accurately as possible.
3. Feel free to disagree with one another, including your instructor, but do so in an agreeable manner. Treat one another with Christian respect.
4. Respond to each Discussion Board assignment to the best of your ability, keeping in mind that your responses, for better or for worse, may influence others.
5. Appropriate humor and levity are a valued part of group discussions.

Some helpful hints on what you should avoid:

1. Don't use all capital letters. SUCH PRACTICE IS THE EQUIVALENT OF SHOUTING AND IS CONSIDERED RUDE. Occasional use of a word in all capitals for emphasis is fine: "Do NOT ridicule a fellow student (or the instructor)!"
2. Don't be overwhelmed or intimidated by a difficult topic, particularly one that you have not studied before. Each person brings different levels of knowledge and understanding to the discussion and we should all be able to learn from one another. Your theological training may be limited, and you may even be a relatively new Christian, but you are a child of God and you have the Holy Spirit in you. Study hard and be confident in what you add to the discussion group.
3. Don't set limits on your reading and study and remain ignorant about a subject you know little about. Be prepared to do some extra reading, when necessary, rather than trying to get by. The goal of your Christian education should not be mediocrity but doing your best in order to honor God. (Something to think about: Secular education asks "What do I need to do to get an A or a passing grade?" Christian education rejects this form of idolatry and asks "What do I need to do to honor and glorify God?" The grade, while important, is a secondary consideration or objective.)
4. Don't talk down to others, use pejorative language that diminishes others, shut down a discussion by pulling rank ("I'm an expert on this subject...") use sarcasm, be mean-spirited, or imply that you have a corner on biblical truth and interpretation. We need to be humble in our communication and reminded that God can even use donkeys to communicate his truth if he so chooses (Num. 22).
5. Don't use ad-hominem arguments, where you dismiss a position, theory, opinion, or an idea by attacking the person presenting the view.

Some acceptable discussion and contributions include:

1. Dealing with the issue rather than getting off track or getting bogged down in incidental or minor points.
2. Citing something you learned in a specific course, or referencing something (appropriate) that you have read.
3. Using anecdotes or personal illustrations that add to the discussion.

Help make our class discussions some of the most fruitful and enjoyable experiences of this course.

Plagiarism:

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright laws. Read the NOBTS *Student Handbook* (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf>) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. The seminary policy will be followed to the letter in this course. See your style guides (APA or Turabian) for correct format for citation in your assignments.

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.

SELECTED BIBLIOGRAPHY

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