COURSE DESCRIPTION

This course is an overview of the normal developmental processes and life crises through which a person generally moves from conception to death. Attention will be given to the techniques and teaching tools that a counselor might use to assist the client who is struggling to pass productively through life’s stages.

STUDENT LEARNING OBJECTIVES

1. Students will articulate an understanding of the basic facts, principles, research methods, and theories of learning and personality development across the life-span.

2. Students will demonstrate a basic understanding of the interaction between internal (i.e., genetic, psychological, etc.) and external (i.e., environmental) influences on human development.

3. Students will provide evidence of understanding human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

4. Students will apply strategies for facilitating optimum development over the life-span to their own lives and to the lives of those they counsel.

5. Students will understand and adhere to ethical and legal considerations.

KNOWLEDGE BASE

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Human Growth and Development—4757-13-01(A)(4)(e)

TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, lecture, small group discussion, multimedia presentations, reflection, and assignments designed to help students foster critical thinking skills.
REQUIRED TEXTS


RECOMMENDED TEXT (INTEGRATIVE)


CACREP CMHC Standards Met in this Course Include:

D.3 - Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

REQUIREMENTS/GRADING

Professionalism & Positive Participation—Attendance and participation in class sessions is expected; however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct once in field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class, and professionalism in all work submitted. Failure to adhere to these guidelines may negatively impact the student’s final grade at the discretion of the professor. Additionally, late work may not be accepted.

Examinations (70% of the course grade)—There will be 4 examinations over the textbook reading assignments. All examinations will be open book and are available for download on the professor’s Google Drive folder for this course. Examinations are to be turned in at the beginning of class on the dates indicated (see Schedule).

- **Examination 1** covers textbook chapters 1-5
- **Examination 2** covers textbook chapters 6-9
- **Examination 3** covers textbook chapters 10-13
- **Examination 4** covers textbook chapters 14-17

Autobiographical Research or Topical Research Paper (30% of the course grade)—Students have the option of either writing an autobiographical research paper or a topical research paper. The paper is due at the beginning of class time on November 19.
• **Autobiographical Research Papers** shall be written in accordance to guidelines that are provided at the end of this syllabus. Autobiographical Research Papers will be treated confidentially with only the professor reading them.

• **Topical Research Papers** shall be written on an approved topic (*a list of topics is located at the end of this syllabus. For topics outside those approved for the course, please consult with the professor for approval before beginning your paper*) in accordance to guidelines that are provided at the end of this syllabus.

### SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEXT ASSIGNMENT</th>
<th>LECTURE TOPIC</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Chapters 1 &amp; 2</td>
<td>Conceptualizing Human Development</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Chapters 3 &amp; 4</td>
<td>Early Development</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 5</td>
<td>Body, Brain &amp; Health&lt;br&gt;<strong>Examination 1 Due</strong></td>
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<tr>
<td>17</td>
<td>Chapter 6</td>
<td>Sensation &amp; Perception</td>
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<tr>
<td>24</td>
<td>Chapter 7</td>
<td>Cognition</td>
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<tr>
<td>1</td>
<td>Chapter 8</td>
<td>Memory &amp; Information Processing</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 9</td>
<td>Intelligence &amp; Creativity&lt;br&gt;<strong>Examination 2 Due</strong></td>
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<tr>
<td>15</td>
<td>Chapter 10</td>
<td>Language &amp; Education</td>
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<tr>
<td>22</td>
<td>Chapter 11</td>
<td>Self &amp; Personality</td>
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<tr>
<td>29</td>
<td>Chapter 12</td>
<td>Gender Roles &amp; Sexuality</td>
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<tr>
<td>November</td>
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<tr>
<td>5</td>
<td>Chapter 13</td>
<td>Social Cognition, Spiritual &amp; Moral Development&lt;br&gt;<strong>Examination 3 Due</strong></td>
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<tr>
<td>12</td>
<td>Chapter 14</td>
<td>Emotion, Attachment &amp; Social Relationships</td>
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<tr>
<td>19</td>
<td>Chapter 15</td>
<td>The Family, Part 1&lt;br&gt;<strong>Autobiography/Research Paper Due</strong></td>
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<td>26</td>
<td></td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<tr>
<td>December</td>
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<tr>
<td>3</td>
<td>Chapter 16</td>
<td>The Family, Part 2</td>
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SEMINARY GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
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<tr>
<td>B-</td>
<td>83-85</td>
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<tr>
<td>C+</td>
<td>80-82</td>
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<td>C</td>
<td>77-79</td>
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<td>C-</td>
<td>74-76</td>
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<tr>
<td>F</td>
<td>below 65</td>
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</tbody>
</table>

RELATIONSHIP TO THE CURRICULUM MODEL
All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: **core identity, character, calling, and competency**. This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (**core identity; character**) and others (**calling**). The course also prepares students to identify and address key concepts of human development in counseling practice through preventative, educational, and remedial means (**competence**).

ACADEMIC INTEGRITY POLICY
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

WRITING ASSISTANCE
If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

STUDENTS WITH DISABILITIES
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.
SUGGESTED READINGS (NOT required but intended to be of current and future help)


   *Adultspan: Theory, Research, and Practice, 4 (1), 41-55.*


Human Growth & Development (CLC 5511)
Autobiographical Research Paper Guidelines

“It’s like this: When I was a child, I spoke and thought and reasoned as a child does. But when I grew up, I put away childish things.”

1 Corinthians 13:11 NLT

“It is very obvious that we are influenced not by ‘facts’ but by our interpretation of facts.”

Alfred Adler

PURPOSE: Scripture speaks to the issue of growing into maturity in Christ. On a number of occasions there are parallels drawn between human and spiritual development. In some cases, the reference is to reaching maturity (e.g., 1 Corinthians 13:11; Hebrews 5:14-6:1) while in other instances, it is to remaining immature when growth was to have been expected (e.g., 1 Corinthians 3:1-2; Hebrews 5:11-13). It is clear that God intends us to grow into the likeness of His Son, Jesus Christ, and that in doing so we will serve as lights in this world (Matthew 5:14).

Spiritual (and human) growth is a process that involves many variables. All of the things that we have experienced in life to date have played a part in shaping who we are today. The intent of the autobiography is to make the content of Human Growth and Development course more relevant to the student by critically examining the topics studied and reflecting upon them. It is intended to promote reflection on how we came to be as we are today. By considering how developmental topics (your choice) affected your personality development, it is expected that students will be in a better position to apply these materials to the lives and issues of future clients. The purpose of the autobiography is to assist students in thinking critically about their own development, about how they have changed, how they have remained the same, and about what has shaped their lives.

NARRATIVE PSYCHOLOGY: Psychologists are split on the importance and role of life stories (such as autobiographies) in human development. Some argue that life stories are crucial to the construction of our identities as humans. Others believe that telling and hearing stories structures the way humans think and remember. Still others hold that, while life stories are important for identity, memory, and goal-setting, people define their stories rather than being defined by them. As students research and write their autobiographies, they are encouraged to think about the significance of their life stories for their own development.

CONTENT: Students will have considerable freedom in determining the content of the autobiography. Focusing upon an age group (e.g., adolescence), stage of development (e.g., Erikson’s stage of trust vs. mistrust), or a developmental topic (e.g., social learning) are all appropriate for consideration. Students are expected to discuss their spiritual development throughout the autobiography. It is important students feel free to disclose or keep private any material of a sensitive nature. If a student is in doubt about including a given topic or section, the student should consult with friends, family members, other students or the professor about the advisability of including such material. The autobiography will be reviewed by the professor and/or his graduate assistant and treated as confidential.

SOURCES: In addition to information gained from textbook readings and other scholarly resources pertaining to the area(s) being researched for the autobiography, students are expected to employ aids for remembering or otherwise reconstructing and reviewing their past for the role developmental influences and the Lord played in forming personality. These could include “revisiting” the context in
which students grew up (e.g., visiting your old school), looking at old photos or high school yearbooks, talking to former classmates, listening to old songs, re-reading old letters and diaries, interviewing relatives and former teachers, and any other helpful sources.

While doing so, students will face a question common to all counselors when conducting an assessment, i.e., “How accurate is the information?” Using memory to reconstruct an accurate history of development is challenging because people (including counselors) are constantly forgetting, reshaping, reinterpreting, and sometimes inventing “memories” about their past. This does not mean that memories are necessarily false, or that they are without value, but it does mean that counselors must try to be as accurate as possible in their assessments and must be careful in interpreting memories as “facts.” To obtain information that is as accurate as possible, students should use multiple sources whenever possible and always evaluate sources for bias, inconsistency, omissions, and the like. Whenever possible, compare information obtained from different sources.

**FORMAT:** The paper itself is to be composed of the following (in the order indicated),

1. **Title page:** Should include the student’s name, ATS box #, course name and number, & professor’s name. The “header” of each page should contain the student’s name and page number (in case the pages should get separated).

2. **Abstract:** A brief summary (i.e., about a paragraph) of what the paper is about. The abstract should be on a page of its own.

3. **Main body of the paper:** The autobiography itself is to be 8-10 pages in length (excluding Title page, Abstract, and References pages), typed, double-spaced, with header & page numbering. It is to address the areas discussed above. Students are to show clear connection between what is covered in the autobiography and the readings from the textbook (and cite appropriately).

4. **References page:** list (in appropriate APA format) all sources cited (including the textbooks). It is not expected that students utilize sources outside the textbooks but if they are used, please cite appropriately (both in the body of the paper and on the references page).
CLC 5511—Human Growth & Development Autobiography Grading Rubric

FORMAT: The paper itself is to be composed of the following (in the order indicated),

+ = –

- Title page: Should include the student’s name, course name and number, & professor’s name. For the autobiography, the “header” of each page should contain the student’s name and page number (in case the pages should get separated).

- Abstract: A brief summary (i.e., about a paragraph) of what the paper is about. The abstract should be on a page of its own.

- Main body of the paper: The autobiographical research paper itself is to be 8-10 pages in length (excluding Title page, Abstract, & References pages), typed, double-spaced, with header & page numbering. Students are to show clear connection between what is covered in the paper and the readings from the textbook and other scholarly resources (and cite appropriately).

- References page: list (in appropriate APA format) all sources cited (including the textbook).

GRADING: The autobiography will be graded based upon the following,

+ = –

- Outline/Logical organization of the autobiography

- Use of developmental sources (clearly reference all sources in the body of the autobiography by giving an adequate description and/or citation)

- Autobiography with developmental concepts

- Professionalism (including format, length, grammar, spelling)

+ (fully meets criteria); = (meets most of criteria); – (minimally or does not meet criteria)
Human Growth & Development (CLC 5511)
Research Paper Guidelines

The paper is to:

• be 8-10 pages in length (excluding cover sheet, abstract, and reference pages),
• contain the “major sections” noted below,
• be on an approved topic,
• utilize a minimum of 10 current (i.e., within the past 10 years) cited reference sources (the course text and the Bible, although cited on the references page, do not count among the minimum of 10), and
• be written in accordance with APA style (6th edition),

GRADING—The paper will be graded on:

I. Content: 60% of grade

• Comprehensiveness (i.e., how well the topic is covered)
• Research (i.e., use of scholarly resources), and
• Integration (i.e., how well the student integrates Christian concepts with the topic).
• Evidence of critical thinking

II. Composition: 40% of grade

• Clear focus
• Logical organization
• Paragraph coherence
• Appropriate use of supporting materials (Bible, Life-span human development, class notes/discussion, etc.)
• Accurate grammar, spelling, punctuation
• Clear and readable style
• Appropriate paper format (margins, spacing, type font, general appearance)
• Appropriate documentation for the assignment (APA style)

III. Deductions from grade (issues of personal responsibility): determined by the professor

• Failure to follow directions for the assignment
• Failure to submit the assignment on time
• Violations of academic integrity
Major Sections of Paper:

- **Title Page**

- **Abstract**

- **Introduction & Overview (1-2 pages)**
  - General description of the topic
  - Prevalence rates, breadth of impact, etc.

- **Conceptualization (4-5 pages)**
  - Specific information about the issue as shown in the research (e.g., long-term impact of childhood trauma)
  - Key issues associated with understanding/conceptualizing the issue
  - Biblical and theological contributions to understanding/conceptualization
  - “Red Flags” to watch for (e.g., assessment for suicide with clients suffering loss)

- **Practical Application (2-3 pages)**
  - Preventative and/or remedial approaches to the issue (e.g., equipping parents to talk to their children about sex [preventative]; developing treatment groups for children impacted by divorce [remedial])
  - What the counselor in training needs to know

- **Personal Interest (1-2 pages) This section can be written in first person by students**
  - Explain why this issue is of interest to the student
  - Things the student has learned as a result of this research paper that will better prepare them for counseling practice

- **References Page(s)**
CC 811 Human Growth & Development
Research Paper Topics

Students may choose from among any of the following general topics for their research papers. A number of the general topics are followed by examples of paper topics in parentheses. These are examples only and students are encouraged to Additional topics of interest to students outside the general topics must be approved by the professor(s) before beginning the paper.

**Changing Family Structures** (e.g., single parent homes, parenting provided by extended family, empty nest, etc.)
**Death within the Family** (e.g., death of parent, sibling, spouse, children, pet, etc.)
**Child Abuse/Neglect** (e.g., physical abuse, sexual abuse, PTSD associated with trauma, etc.)
**Impact of Poverty**
**Chronic Illness** (e.g., physical, psychological)
**Divorce** (e.g., impact upon children, blended families, etc.)
**Impact of Multiple Relocations** (e.g., friendship strains, peer bonding, etc.)
**Natural Disasters**
**Teen Pregnancy**
**Sexuality Across the Life Span**
**Moral Development**
**Faith Development**
**Infertility**
**Adoption**
**Parenting Styles**
**Family Traditions**
CLC 5511—Human Growth & Development
Research Paper Grading Rubric

+ (fully meets criteria); = (meets most of criteria); – (minimally or does not meet criteria)

The paper is to:
+ = –
- be 8-10 pages in length (excluding cover sheet, abstract, and reference pages),
- contain the “major sections” noted below,
- utilize a minimum of 10 cited reference sources, and
- be written in accordance with APA style (6th edition),

GRADING—The paper will be graded on:

I. Content: 60% of grade
+ = –
- Comprehensiveness (i.e., how well the topic is covered)
- Research (i.e., use of scholarly resources)
- Integration (i.e., how well the student integrates Christian concepts with the topic)
- Evidence of critical thinking

II. Composition: 40% of grade
+ = –
- Clear focus
- Logical organization
- Paragraph coherence
- Appropriate use of supporting materials (Bible, Life-span human development, class notes/discussion, etc.)
- Accurate grammar, spelling, punctuation
- Clear and readable style
- Appropriate paper format (margins, spacing, type font, general appearance)
- Appropriate documentation for the assignment (APA style)

III. Deductions from grade (issues of personal responsibility): determined by the professor

- Failure to follow directions for the assignment
- Failure to submit the assignment on time
- Violations of academic integrity
- Other

Additional notes: