

CNS 5511 Human Growth & Development
ASHLAND THEOLOGICAL SEMINARY-DETROIT
Summer Semester, 2017
Detroit Counseling Program

Class Dates & Times:

**3 Thursdays, 3 Fridays & 3 Saturdays, 6-9:45 Th & F, 9am-4:30 S
May 18; June 1-3, July 6-8; July 20-21**

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I. 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 which a counselor might use to assist the client who is struggling to pass productively through life's stages.

II. STUDENT LEARNING OUTCOMES (SLO)

As a result of this class, the student will be able to do the following:

1. Detail information about human growth and development in order to understand the nature and needs of individuals at all developmental levels, and in multicultural contexts. (DLO Knowledge 3.)
2. Articulate the boundaries and the limitations to competency. (DLO Personal Attributes 1.)
3. Integrate information obtained from biological & psychological (internal influences) and social & environmental (external influences) along with spiritual views of human development.
4. Articulate the various strategies for facilitating healthy development over the life-span for their own lives and for the lives of those they counsel.

III. KNOWLEDGE BASE

This course fulfills one of the academic requirements for the M.A. in Counseling degree and one of the academic requirements for eligibility for the Licensed Professional Counselor in the State of Michigan.

MICHIGAN EDUCATIONAL REQUIREMENT FOR ADMISSION TO THE EXAMINATION FOR PROFESSIONAL COUNSELOR LICENSURE—This course meets the Michigan Administrative Code (SOAHR) requirement for Counseling philosophy—R 338.1753 Rule 3 (2)(e).

IV. REQUIRED TEXTS:

Fowler, James W. (1981) *Stages Of Faith: The Psychology Of Human Development And The Quest For Meaning*. Harper Collins Publishers: San Francisco. ISBN: 0060628669

Whitfield, Charles L. (1987) *Healing the Child Within: Discovery and Recovery for Adult Children of Dysfunctional Families*. Health Communications, Inc. ISBN: 978-0932194404

Rider, E.A. (2011). *Study guide for Sigelman and Rider's Life-span human development, 7th edition*. Belmont, CA: Thomson Wadsworth. ISBN-13: 978-1111351373.

Sigelman, C.K. & Rider, E.A. (2011). *Life-span human development, 7th edition*. Belmont, CA: Thomson Wadsworth. ISBN-13: 978-1111342739.

V. REQUIREMENTS/GRADING

1. **Stages of Development Paper**— The student will write a paper according to guidelines summarized below. These papers will be treated confidentially with only the professor reading them. **The paper is worth 70% of the course grade and is due August 4, 2017 via email to Professor by midnight.**

This 10-12 page paper will focus specifically on the application of Fowler's paradigm regarding stages of faith & Erikson's psychosocial model of development to your own life. For each stage identified by the two models of development (Erikson & Fowler), for yourself:

1. Identify the crisis that is generally related to the stages in question.
2. Describe in detail how your specific life circumstances influenced your personal development through the stages under exploration.
3. Discuss in detail your specific spiritual and religious development through each stage.
4. Identify how your life transitions and/or movement through the stages have affected your present growing edges.

The paper must be typed according to American Psychological Association (APA) standards. Grades shall be based on your abilities to adhere to the **required** format.

2. **Book Review**— The student will write a 4-5 page paper based on the Whitfield text, documenting how the text content assisted the student in analyzing their own woundedness and how the information could be used to assist them as they counsel others. **This assignment is worth 30% of the course grade and is due August 4, 2017 via email to Professor by midnight.**

VI. Calculation of Grade and Connection with Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Stages of Development Paper	1,2,3, 4	70%
Whitfield Book Review	1,2,3,4	30%

VII. Course Schedule

S = Sigelman & Rider

F = Fowler

<i>Day #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Readings/Assignments</i>
1	Thursday, May 18	Introduction, Syllabus Conceptualizing Human Development	Read: Chapters 1 & 2 (S)
2	Thursday, June 01	Class Lecture Early Development	Chapters 3 & 4 (S) Chapters 1-5 (F)
3	Friday, June 02	Class Lecture Physical Growth & Maturation Making Sense of Life, Perception & Cognition	Chapter 5 (S) Chapters 6 & 7 (S) Chapter 12-14 (F)
4	Saturday, June 03	Class Lecture Making Sense of Life, Part 2— Memory, Intelligence & Language	Chapters 8-10 (S) Chapter 15-21 (F)
5	Thursday, July 6	Class Lecture The Developing Self, Part 1— Self-Concept & Personality	Chapters 11 (S) Chapter 22-24 (F)
6	Friday, July 7	Class Lecture The Developing Self, Part2 Sexual & Moral Development	Chapters 12 & 13 (S)

VIII. Seminary Guidelines

7	Saturday, July 8	Class Lecture Relationships Life, Death, and Beyond	Chapters 14 & 15 (S)
8	Thursday, July 20	Class Lecture Integration of key concepts Chapter 17 & Epilogue (S)	Chapter 17 & Epilogue (S)
9	Friday, July 21	Class Lecture & Class Closing	

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu. Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline. For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

C. Students with Disabilities

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at 419-289-5904, or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

IX. ATS Grading Scale

Grade	Percent	Grade Points	Description
A	97-100	4.0	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

X. Selected Reference List or References

Brown, Brene: The Power of Vulnerability, TED Talk:

https://www.ted.com/talks/brene_brown_on_vulnerability?language=en

Crabb, Larry. 1997. Connecting. Nashville, TN: W Publishing Group.

Whitfield, Charles L. (1990) A Gift to Myself: A Personal Workbook and Guide to the Bestselling "Healing the Child Within". Health Communications, Inc. ISBN: 1-55874-042-2.