

ASHLAND THEOLOGICAL SEMINARY
CLC 5511—HUMAN GROWTH & DEVELOPMENT
Fall Semester, 2020
Tuesdays, 8:00-9:15 AM Columbus Campus

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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:

At the end of this course, students will:

1. Discuss basic facts, principles, research methods, and theories of learning and personality development across the life-span. (KO8, PSO5)
2. Explain the interaction between internal (i.e., genetic, psychological, etc.) and external (i.e., environmental) influences on human development. (PAO3, KO4)
3. Describe human behavior within developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (KO3, KO2, KO9)
4. Apply strategies for facilitating optimum development over the life-span to their own lives and to the lives of those they counsel. (KO9, PSO4)
5. Apply ethical and legal considerations. (PSO1, PAO2, PAO4)

*This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a **combination of face-to-face sessions and digital activities/lectures (virtually or in-person)**, or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.*

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)

CACREP CMHC Standards

- F.3.a. theories of individual and family development across the lifespan
- F.3.b. theories of learning
- F.3.c. theories of normal and abnormal personality development
- F.3.d. theories and etiology of addictions and addictive behaviors
- F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- F.3.f. systemic and environmental factors that affect human development, functioning, and behavior
- F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions
- F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

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

Sigelman, C.K. & Rider, E.A. (2018). *Life-span human development (9th ed.)*. Stamford, CT: Cengage Learning. *Note: Students may want to rent the textbook or purchase it in e-book format from the publisher or Amazon.com to save on textbook costs.*

Recommended Text (Integrative)

Balswick, J.O., King, P.E., & Reimer, K.S. (2005). *The reciprocating self: Human development in theological perspective*. Downers Grove, IL: InterVarsity Press.

Class Schedule (Subject to Change)

Week	Date	Lecture/Topic	Readings/Assignments
1	Sept 1	Understanding Life-Span Human Development	Chapters 1 & 2 <i>Blackboard Assignment</i>
2	Sept 8	Early Development	Chapters 3 & 4 Quiz—Chapters 3 & 4 <i>Blackboard Assignment</i>
3	Sept 15	Body, Brain & Health	Chapter 5 Quiz— Chapter 5 <i>Blackboard Assignment</i>
4	Sept 22	Sensation, Perception, and Action	Chapter 6 Quiz— Chapter 6 <i>Blackboard Assignment</i>

5	Sept 29	Cognition	Chapter 7 Quiz— Chapter 7 <i>Blackboard Assignment</i>
6	Oct 6	Memory & Information Processing	Chapter 8 Quiz— Chapter 8 <i>Blackboard Assignment</i>
7	Oct 13	Intelligence & Creativity	Chapter 9 Quiz— Chapter 9 <i>Blackboard Assignment</i>
8	Oct 20	Language & Education	Chapter 10 Quiz— Chapter 10 <i>Blackboard Assignment</i>
9	Oct 27	Self & Personality	Chapter 11 Quiz— Chapter 11 <i>Blackboard Assignment</i>
10	Nov 3	Gender Roles & Sexuality	Chapter 12 Quiz— Chapter 12 <i>Blackboard Assignment</i>
11	Nov 10	Social Cognition, Spiritual & Moral Development	Chapter 13 Quiz— Chapter 13 <i>Blackboard Assignment</i>
12	Nov 17	Emotions, Attachment & Social Relationships	Chapter 14 Quiz— Chapter 14 <i>Blackboard Assignment</i> Autobiography/Life Story Interview/Research Paper Due
	Nov 24	Thanksgiving Break	
13	Dec 1	The Family	Chapter 15 Quiz— Chapter 15 <i>Blackboard Assignment</i>
14	Dec 8	Developmental Psychopathology	Chapter 16 Quiz— Chapter 16 <i>Blackboard Assignment</i>
15	Dec 15	The Final Challenge: Death, Dying, & Eternal Life	Chapter 17 Quiz— Chapter 17 <i>Blackboard Assignment</i>

Grading Elements

Student grades will be assigned based upon the following:

1. **Attendance and Engagement**—Attendance and participation in Face-to-Face (F2F) class sessions and with asynchronous assignments on Blackboard are 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 in the field, the following are expected of all students: promptness to and preparedness for class, positive participation, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student’s final grade.**
2. **Weekly Quizzes**—Beginning on week 2 there will be weekly quizzes over the textbook reading assignments. All quizzes will be closed book and are available to take on the Blackboard page for this course. Quizzes are to be completed by the beginning of class on the dates indicated (see Schedule).
3. **Autobiographical Research, Life Story Interview, or Topical Research Paper**— Students have the option of writing an autobiographical research paper, a Life Story Interview, or a topical research paper. An electronic copy of the paper is **due at the beginning of class time on November 17 and is to be submitted in MS Word format in the drop box for the assignment found on the Blackboard page for the course.**
 - a. **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.
 - b. **Life Story Interview papers** shall be written in accordance to guidelines that are provided at the end of this syllabus. Life Story Interview Papers will be treated confidentially with only the professor reading them.
 - c. **Topical Research Papers** shall be written on an approved topic in accordance to guidelines that are provided at the end of this syllabus.

Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>ATS Degree Learning Outcomes:</i>	<i>CACREP Learning Outcomes</i>	<i>Percent of Final Grade</i>
Weekly Quizzes	K 2,3,5,9	F.3	70%
Autobiography/Life Story Interview/Research Paper	K 2,3,5,9	F.3	30%

ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	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-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

Attendance Statement

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

Recommendations for Lifelong Learning

Students are encouraged, throughout their careers, to continue learning about the treatment of mood and anxiety disorders through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about best practices regarding the treatment of these issues.

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.

Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

Accessibility Resources and Accommodations

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 the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

Recommended Resources

- Balswick, J.K., & Balswick, J.O. (2008). *Authentic human sexuality: An integrated Christian approach* (2nd ed.). Downers Grove, IL: InterVarsity Press.
- Cloud, H. (1992). *Changes that heal: How to understand your past to ensure a healthier future*. Grand Rapids, MI: Zondervan Publishing House.
- Crabb, L. (1999). *The safest place on earth*. Nashville: W Publishing Group.
- Fowler, J.W. (1981). *Stages of faith: The psychology of human development and the quest for meaning*. New York: HarperCollins.
- Gaultiere, W. & Gaultiere, K. (1989). *Mistaken identity: Clear up your image of God and enjoy his love*. Old Tappan, NJ: Fleming H. Revell Company.
- Mann, D.P. (2013). *Open my heart, heal my soul: Living the grace-saturated life*. Eugene, OR: Resource Publications.
- Ortberg, J. (2003). *Everybody's normal till you get to know them*. Grand Rapids, MI: Zondervan.
- Peck, M.S. (1978). *The road less traveled: A new psychology of love, traditional values and spiritual growth*. New York: Simon & Schuster.
- Peck, M.S. (1993). *Further along the road less traveled: The unending journey toward spiritual growth*. New York: Simon & Schuster.
- Sheehy, G. (1995). *New passages: Mapping your life across time*. New York: Ballantine Books.
- Snyder, B.A. (2005). Aging and spirituality: Reclaiming connection through storytelling. *Adultspan: Theory, Research, and Practice*, 4 (1), 41-55.
- Stoop, D. & Masteller, J. (1991). *Forgiving our parents, forgiving ourselves*. Ann Arbor, MI: Vine Books.

Thurman, C. (1999). *The lies we believe*. Nashville: Thomas Nelson Publishers.

Wardle, T. (2001). *Healing care, healing prayer*. Orange, CA: New Leaf Publications.

Yancey, P. (2000). *Reaching for the invisible God: What can we expect to find?* Grand Rapids, MI: Zondervan Publishing House.

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 are today. The intent of the autobiography is to make the content of the 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. **Cover page:** Should include the student’s name, course name and number, & professor’s name.
2. **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).

References page: list (in appropriate APA format) **all sources used** (books, journal articles, personal communications, etc.).

The Life Story Interview Guidelines

(<https://www.sesp.northwestern.edu/foley/instruments/interview/>)

“The life story model of adult identity is one of a number of new approaches in psychology and the social sciences that emphasize narrative and the storied nature of human conduct. Research on life stories can be conducted in many different ways -- some qualitative and some quantitative. One of the main research tools used at the Foley Center is the Life Story Interview.”

Dan P. McAdams, Northwestern University
Revised 2008

Note: Typically the following questions are asked in interview format and the answers are analyzed for research purposes. For this assignment, students will be telling their own story as if being interviewed and will, as a result, have opportunity to reflect upon their life story development to date. 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 answer, the student should consult with friends, family members, other students or the professor about the advisability of including such material. The sections that follow form the structure of the Life Story Interview paper that students will compose by answering the questions under each heading. Since everyone’s story is different, there is no set page length to the paper. The instructions provided below by Dr. McAdams have been slightly modified for this assignment and student papers will not be used for research purposes.

Dr. Mann

Introduction

This is an interview about the story of your life. As a social scientist, I am interested in hearing your story, including parts of the past as you remember them and the future as you imagine it. The story is selective; it does not include everything that has ever happened to you. Instead, you are asked to focus on a few key things in your life – a few key scenes, characters, and ideas. There are no right or wrong answers to the questions. Instead, your task is simply to write about some of the most important things that have happened in your life and how you imagine your life developing in the future. You will be guided through the process with the questions that follow.

Please know that the purpose in doing this assignment is not to figure out what is wrong with you or to do some kind of deep clinical analysis! The main goal of this assignment is for you to simply tell your story and have opportunity to reflect upon it and the possible utility of such an endeavor with future clients.

A. Life Chapters

Please begin by thinking about your life as if it were a book or novel. Imagine that the book has a table of contents containing the titles of the main chapters in the story. To begin here, please describe very briefly what the main chapters in the book might be. Please give each chapter a title, tell just a little bit about what each chapter is about, and say a word or two about how we get from one chapter to the next. As a storyteller here, what you want to do is to give an overall plot summary of your story, going chapter by chapter. You may have as many chapters as you want, but I would suggest having between about two and seven of them.

B. Key Scenes in the Life Story

Now that you have described the overall plot outline for your life, I would like you to focus in on a few key scenes that stand out in the story. A key scene would be an event or specific incident that took place at a particular time and place. Consider a key scene to be a moment in your life story that stands out for a particular reason – perhaps because it was especially good or bad, particularly vivid, important, or memorable. For each of the eight key events we will consider, you are asked to describe in detail what happened, when and where it happened, who was involved, and what you were thinking and feeling in the event. In addition, you are asked to tell why you think this particular scene is important or significant in your life. What does the scene say about you as a person? Please be specific.

1. High Point

Please describe a scene, episode, or moment in your life that stands out as an especially positive experience. This might be the high point scene of your entire life, or else an especially happy, joyous, exciting, or wonderful moment in the story. Please describe this high point scene in detail. What happened, when and where, who was involved, and what were you thinking and feeling? Also, please say a word or two about why you think this particular moment was so good and what the scene may say about who you are as a person.

2. Low Point

The second scene is the opposite of the first. Thinking back over your entire life, please identify a scene that stands out as a low point, if not *the* low point in your life story. Even though this event is unpleasant, I would appreciate your providing as much detail as you can about it. What happened in the event, where and when, who was involved, and what were you thinking and feeling? Also, please say a word or two about why you think this particular moment was so bad and what the scene may say about you or your life.

3. Turning Point

In looking back over your life, it may be possible to identify certain key moments that stand out as turning points -- episodes that marked an important change in you or your life story. Please identify a particular episode in your life story that you now see as a turning point in your life. If you cannot identify a key turning point that stands out clearly, please describe some event in your life wherein you went through an important change of some kind. Again, for this event please describe what happened, where and when, who was involved, and what you were thinking and feeling. Also, please say a word or two about what you think this event says about you as a person or about your life.

4. Positive Childhood Memory

The fourth scene is an early memory – from childhood or your teen-aged years – that stands out as especially *positive* in some way. This would be a very positive, happy memory from your early years. Please describe this good memory in detail. What happened, where and when, who was involved, and what were you thinking and feeling? Also, what does this memory say about you or about your life?

5. Negative Childhood Memory

The fifth scene is an early memory – from childhood or your teen-aged years – that stands out as especially *negative* in some way. This would be a very negative, unhappy memory from your early years, perhaps entailing sadness, fear, or some other very negative emotional experience. Please describe this bad memory in detail. What happened, where and when, who was involved, and what

were you thinking and feeling? Also, what does this memory say about you or your life?

6. Vivid Adult Memory

Moving ahead to your adult years, please identify one scene that you have not already described in this section (in other words, do not repeat your high point, low point, or turning point scene) that stands out as especially vivid or meaningful. This would be an especially memorable, vivid, or important scene, positive or negative, from your adult years. Please describe this scene in detail, tell what happened, when and where, who was involved, and what you were thinking and feeling. Also, what does this memory say about you or your life?

7. Wisdom Event

Please describe an event in your life in which you displayed wisdom. The episode might be one in which you acted or interacted in an especially wise way or provided wise counsel or advice, made a wise decision, or otherwise behaved in a particularly wise manner. What happened, where and when, who was involved, and what were you thinking and feeling? Also, what does this memory say about you and your life?

8. Religious, Spiritual, or Mystical Experience

Whether they are religious or not, many people report that they have had experiences in their lives where they felt a sense of the transcendent or sacred, a sense of God or some almighty or ultimate force, or a feeling of oneness with nature, the world, or the universe. Thinking back on your entire life, please identify an episode or moment in which you felt something like this. This might be an experience that occurred within the context of your own religious tradition or it may be a spiritual or mystical experience of any kind. Please describe this transcendent experience in detail. What happened, where and when, who was involved, and what were you thinking and feeling? Also, what does this memory say about you or your life?

C. Future Script

1. The Next Chapter

Your life story includes key chapters and scenes from your past, as you have described them, and it also includes how you see or imagine your future. Please describe what you see to be the next chapter in your life. What is going to come next in your life story?

2. Dreams, Hopes, and Plans for the Future

Please describe your plans, dreams, or hopes for the future. What do you hope to accomplish in the future in your life story?

3. Life Project

Do you have a project in life? A life project is something that you have been working on and plan to work on in the future chapters of your life story. The project might involve your family or your work life, or it might be a hobby, avocation, or pastime. Please describe any project that you are currently working on or plan to work on in the future. Tell me what the project is, how you got involved in the project or will get involved in the project, how the project might develop, and why you think this project is important for you and/or for other people.

D. Challenges

This next section considers the various challenges, struggles, and problems you have encountered in your life. This section begins with a general challenge and then focuses in on three particular areas or issues where many people experience challenges, problems, or crises.

1. Life Challenge

Looking back over your entire life, please identify and describe what you now consider to be the greatest single challenge you have faced in your life. What is or was the challenge or problem? How did the challenge or problem develop? How did you address or deal with this challenge or problem? What is the significance of this challenge or problem in your own life story?

2. Health

Looking back over your entire life, please identify and describe a scene or period in your life, including the present time, wherein you or a close family member confronted a major *health* problem, challenge, or crisis. Please describe in detail what the health problem is or was and how it developed. If relevant, please discuss any experience you had with the health-care system regarding this crisis or problem. In addition, please talk about how you coped with the problem and what impact this health crisis, problem, or challenge has had on you and your overall life story.

3. Loss

As people get older, they invariably suffer losses of one kind or another. By loss I am referring here to the loss of important people in your life, perhaps through death or separation. These are *interpersonal* losses – the loss of a person. Looking back over your entire life, please identify and describe the greatest interpersonal loss you have experienced. This could be a loss you experienced at any time in your life, going back to childhood and up to the present day. Please describe this loss and the process of the loss. How have you coped with the loss? What effect has this loss had on you and your life story?

4. Failure, Regret

Everybody experiences failure and regrets in life, even for the happiest and luckiest lives. Looking back over your entire life, please identify and describe the greatest failure or regret you have experienced. The failure or regret can occur in any area of your life – work, family, friendships, or any other area. Please describe the failure or regret and the way in which the failure or regret came to be. How have you coped with this failure or regret? What effect has this failure or regret had on you and your life story?

E. Personal Ideology

This section contains a few questions about your fundamental beliefs and values and about questions of meaning and morality in your life. Please give some thought to each of these questions.

1. Religious/Ethical Values

Consider for a moment the religious or spiritual aspects of your life. Please describe in a nutshell your religious beliefs and values, if indeed these are important to you. Please describe your overall ethical or moral approach to life.

2. Political/Social Values

How do you approach political or social issues? Do you have a particular political point of view? Are there particular social issues or causes about which you feel strongly? Please explain.

3. Change, Development of Religious and Political Views

Please tell the story of how your religious, moral, and/or political views and values have developed over time. Have they changed in any important ways? Please explain.

4. Single Value

What is the most important value in human living? Please explain.

F. Life Theme

Looking back over your entire life story with all its chapters, scenes, and challenges, and extending back into the past and ahead into the future, do you discern a central theme, message, or idea that runs throughout the story? What is the major theme in your life story? Please explain.

G. Reflection

Many of the stories you have told are about experiences that stand out from the day-to-day. For example, you wrote about a high point, a turning point, a scene about your health, etc. Given that most people don't share their life stories in this way on a regular basis, I'm wondering if you might reflect for one last moment about what this assignment has been like for you. What were your thoughts and feelings during the process? How do you think this assignment has affected you?

Research Paper Guidelines

The paper is to:

- be 8-10 pages in length (excluding cover sheet and reference pages),
- contain the “major sections” noted below,
- be on an approved topic within the realm of Human Growth & Development,
- 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 (7th edition),

Major Sections of Paper:

- **Cover Page**
- **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**