Syllabus for COU 662
Human Growth and Development
(Online Course)
Fall, 2015
September 8-October 31

Contact Information
Linda Haveman, PhD. LPC
Adjunct Professor of Counseling
Phone: 616-977-5528
Email: Linda.Haveman@cornerstone.edu (best way to reach me)
Office: 300 E Beltline NE

Course Description
This course is designed to introduce students to a meaningful exploration of human
development throughout the lifespan from a Christian Worldview. Core themes from the
discipline of developmental psychology will be emphasized with consideration to a
multicultural context. Special attention will be devoted to studying broad theoretical
perspectives about the various aspects of optimal human development as well as factors that
impede or diminish a persons’ ability to thrive and flourish. This course is offered in an online
format.

Course Outcomes
- Through lectures, videos, discussion forums, and papers evaluate aspects of optimal
  human development
- Through lectures, videos, discussion forums, and papers examine human development
  from a multi-cultural context
- Through lectures, videos, discussion forums, and papers describe theoretical
  perspectives of human development
- Through lectures, videos, discussion forums, and papers explore human development
  through a Christian worldview
- Through lectures, videos, discussion forums, and papers apply what it taught through
  the Bible and through developmental theories to counseling.

Required Texts and Materials

Assignment Overview

Weekly Quizzes
Students are advised to take quizzes the same week that they are covered in the
course; however, students may work ahead or complete them by the last day of the
course.

Journal:
You will be provided with multiple forum questions. You only have to choose one as
your initial response. Please identify it by question title in the subject line.
Then, respond to at least two other’s posts in the forum. In total, you should post at least 3 times/week.

All on-line interactions should be substantive, succinct, and grammatically accurate.

You are to post your initial response by Wednesday, 11:59pm. You are required to minimally respond to two other students’ posts by Saturday, 11:59pm. No late discussion forum posts will be accepted.

Do not use the attachment feature in the forum. If you are going to initially write your response in a WORD document, copy and paste it into the discussion forum.

The interactivity grade for the course will be determined based on the number of posts as well as the character of the post (i.e., substantive, succinct, and grammatically accurate).

The length of your initial responses should range between 300 - 350 words. Within your response, include the following:

1. Integrate the theory, principles, and concepts in the week's reading and/or media materials (including additional research) into the area/topic/theme under discussion.

2. Analyze the material from your own perspective by integrating your own personal experiences and those of past/present employers to show how your experiences fit into the concept being discussed.

Please include citation (including page or paragraph number even if it is not a direct quote) within the text and provide references for all of your journals (from the text or any outside sources.)

Life Span Biography (Due Class 5):
In a 5-6-page (not including title or reference page), double-spaced, APA formatted paper, students will apply theories of life span development to their own growth from conception through adolescence. Students are to …

- provide examples on how development was similar or dissimilar to the theory.
- identify any areas of new understanding based on what you are learning in human development.
- integrate at least three theoretical perspectives such as Piaget, Erikson, Vygotsky, Kohlberg, Bowlby, Ainsworth, etc.

If a student is mid-life or older, s/he may go beyond adolescence.

Students will need to talk to family and friends to help you with this project. Or perhaps, if you kept a journal as a child, you could use it as a reference.

Final Paper (Due Class 8)
Using 10 sources beyond Belsky and the Bible, write a 10-14-page, double-spaced (not including title or reference page), APA formatted paper. Please use the items in
1. **Introduction**: include your age group in the introduction.

2. **Developmental Issues**: What is the major developmental issue and where might signs of this issues show up in real life?

3. **Why? What? How?** Why do counselors need to be aware of this issue? What happens if it is ignored and how might awareness make a positive impact? How does culture impact the issue? How does this developmental issue impact us as Christians?

4. **Theoretical Perspective in Treatment**: What are some creative ways counselors can interact with their clients in light of understanding this issue? Please explain your theoretical perspective in treatment. If you use a number of perspectives, explain. Do not just say “an eclectic approach.” How will a multi-cultural approach impact your treatment?

5. **Conclusion**

---

**Grading**

<table>
<thead>
<tr>
<th>Highest</th>
<th>Lowest</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00 %</td>
<td>96.00 %</td>
<td>A</td>
</tr>
<tr>
<td>95.99 %</td>
<td>93.00 %</td>
<td>A-</td>
</tr>
<tr>
<td>92.99 %</td>
<td>90.00 %</td>
<td>B+</td>
</tr>
<tr>
<td>89.99 %</td>
<td>87.00 %</td>
<td>B</td>
</tr>
<tr>
<td>86.99 %</td>
<td>85.00 %</td>
<td>B-</td>
</tr>
<tr>
<td>84.99 %</td>
<td>82.00 %</td>
<td>C+</td>
</tr>
<tr>
<td>81.99 %</td>
<td>79.00 %</td>
<td>C</td>
</tr>
<tr>
<td>78.99 %</td>
<td>77.00 %</td>
<td>C-</td>
</tr>
<tr>
<td>76.99 %</td>
<td>75.00 %</td>
<td>D+</td>
</tr>
<tr>
<td>74.99 %</td>
<td>72.00 %</td>
<td>D</td>
</tr>
<tr>
<td>71.99 %</td>
<td>70.00 %</td>
<td>D-</td>
</tr>
<tr>
<td>69.99 %</td>
<td>0.00 %</td>
<td>F</td>
</tr>
</tbody>
</table>

**Weight**

- Weekly Quizzes: 20%
- Weekly Journal: 20%
- Lifespan Biography: 20%
- Final Paper: 40%

**Late Work**

Discussion forums will not be accepted late. All other assignments will be accepted up to one week late with a one-step reduction in grade for tardiness (B to a B-).

**Papers and Projects**

Papers in Ministry and Counseling courses should be formatted and sources documented according to APA Style.

To access these style guides in EaglesNest
Go to eaglesnest.cornerstone.edu
Select GRTS
The GRTS Guideline for Papers and APA Style Guide are in the Quick Links menu under "Academic Writing Resources"

Online Educational Assumptions
The on-line courses available through Grand Rapids Theological Seminary were designed according to the learning paradigm. This paradigm shifts the focus from teaching to learning and places greater authority and responsibility upon the learner. The role of a course instructor is not primarily to impart their knowledge, but to create valuable learning experiences utilizing diverse resources and educational methods. Success within this paradigm and in on-line learning requires significant student initiative, discipline, and commitment. On-line learning is not for everyone, since it assumes greater levels of student ownership and engagement in the teaching and learning process.

Interactivity Requirement
Threaded discussions are a required aspect of all GRTS graduate level on-line courses. Each course will differ in the frequency and nature of interaction. There are two types of on-line interaction: synchronous and asynchronous. Synchronous interaction consists of on-line discussions that occur in real time and at the same time. Asynchronous interactions consist of on-line interaction over an extended, and sometimes defined, period of time.

There are two types of on-line posts: original posts and response posts. Original posts should include the student’s reflections on the theoretical content, meaning, relationships of ideas, and implications of course material. Original posts should be insightful, substantive, inquisitive, and reflective in nature. Typically, original posts will be crafted as responses to a set of discussion questions posed by the course instructor, questions designed to foster reflection and dialogue. Response posts are offered in reply to the original posts of peers and should seek clarification for deeper understanding and/or extend the level of critical reflection on the topic of discussion.

Course Participation
You are required to participate in the online interaction threaded discussion forum.

Email Communication
Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications. Students can access their Cornerstone University email account as follows:
- Go to gmail.cornerstone.edu
- Enter CU username (e.g., n0236522) and password
Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:
- Log into CU email
- Select “Settings in the upper right hand corner
- Select “Forwarding and POP/IMAP”
Follow the on-screen instructions
Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

**Student Course Evaluation**

In the last two weeks of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Odyssey (see Lessons tab). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.

**Inclusive Language**

As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

**Copyright Violation and Plagiarism**

Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Services menu)—“Copyright, Fair Use, & Plagiarism”:
http://library.cornerstone.edu/content.php?pid=125720&sid=1079827

**Disability accommodation**

The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learningcenter@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.

**Other Information**
Technology Support

Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached at 616-949-5300 (ext. 1510), http://www.cornerstone.edu/departments/information_systems, or e-mail to technologysupport@cornerstone.edu
<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Objectives</th>
<th>Textbook Readings: Belsky</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientation Introduction</td>
<td>Audio Video Power Point slides are provided for each Goode chapter</td>
<td>Except for the assignment due Saturday, Sept. 12 (introductions), all initial posts to discussion forums are due on Wednesday, midnight. All other due dates are on Saturday, 11:59 pm.</td>
</tr>
<tr>
<td></td>
<td>Due Saturday, Sept. 12, 11:59 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course Opens</strong></td>
<td></td>
<td>September 8 – course opens</td>
</tr>
<tr>
<td></td>
<td>2. Describe various lenses for looking at lifespan Identify current research methodologies in studying lifespan</td>
<td>Chapters 1 &amp; 2 Lecture</td>
<td><strong>Due: September 19</strong> DF (you only need to answer one prompt; however, you should participate in the forum at least 3 times): <strong>Setting the Context:</strong> According to the text, what are the effects of increased life expectancy? Thinking back to Bible times, what did living longer mean (provide Bible passages)? Why don’t people live as long as they used to in the Bible (provide Bible passages)? Anything else that you would like to add? <strong>Theories:</strong> Are our personalities, talents, and traits shaped mainly by</td>
</tr>
</tbody>
</table>
### Quiz 3.

Summarize the development of infants

Develop interventions for infants struggling with some aspect of development

Due: September 26
DF (you only need to answer one prompt; however, you should participate in the forum at least 3 times):

- **Language:** Explain Piaget’s view of language. How do Chomsky and Skinner differ in their views? What does the Bible teach us about language?

- **Sleep:** Explain how and why babies sleep. How does that differ from adults? What does the Bible teach us about sleep?

- **Attachment:** Explain Watson, Bowlby, and Ainsworth’s views on attachment. According to the Bible, why is attachment so important?

**Your choice:** Create your own question and answer. What did you find interesting and/or challenging? How does Scripture address the issue?

### Quiz 4.

Summarize the development of childhood

Due: October 3
DF (you only need to answer one prompt; however, you should participate in the forum at least 3 times):
| Quiz | 5. Summarize the development of adolescents | Chapters 8-9 Lecture | Due: October 10  
DF This week only one prompt will be provided. You will be required to answer it and then respond to at least two other posts.  
Your choice: Create your own question and answer. What did you find interesting and/or challenging? How does Scripture address the issue?  
Quiz  
Lifespan Biography Due |
|---|---|---|---|
| Quiz | 6. Summarize the development of early and middle adulthood | Chapters 10-12 Lecture | Due: October 17  
DF This week only one prompt will be provided. You will be required to answer it and then respond to at least two other posts.  
Your choice: Create your own question and answer. What did you find interesting and/or challenging? How does Scripture address the issue?  
Quiz  
Lifespan Biography Due |
| 7. | Summarize the development of adults later in life |
|    | Develop interventions for adults later in life struggling with some aspect of development |
|    | Chapters 13-14 Lecture |
|    | Due: October 24 DF (you only need to answer one prompt; however, you should participate in the forum at least 3 times): |
|    | **Changing self:** Explain what happens to memory, as one gets older. What can people do to help with memory? What does the Bible say about the mind? |
|    | **Transitions:** Your choice: What kinds of transitions do people in later-life face? What can be done to help with the transitions? What does the Bible say about the elderly? |
|    | **Sensory-Motor Changes:** Explain the sensory-motor changes at this stage of life? What can be done to help? Give examples on how the elderly were treated in the Bible. |
|    | **Services for Elderly:** Explain some of the services available to frail elderly? How has this changed over time in human history? How is this different from Bible times? |

| 8. | Explain the history of how culture has handled death |
|    | Identify states of death |
|    | Provide interventions for those experiencing death. |
|    | Evaluate aspects of optimal human development |
|    | Examine human development from a multi-cultural context |
|    | Explore human development through a Christian worldview |
|    | Chapter 15 and Final Thoughts Lecture |
|    | Due: October 31 Final paper – submit your final paper in the drop box provided Quiz |
Apply what it taught through the Bible and through developmental theories to counseling.