CO 610
LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING
Gordon-Conwell Theological Seminary—Charlotte
Professor: Rodney L. Cooper, Ph.D.
Fall 2015
September 25-26, November 20-21, December 11-12

CONTACT INFORMATION:
Professor: Rodney L. Cooper, Ph.D.
email: rodneylcooper@carolina.rr.com
office phone: 704-940-5832
office hours: Before class, or by appointment
GCTS—Charlotte, 14542 Choate Circle, Charlotte, NC 28273

COURSE DESCRIPTION:
This course is designed to explore the significant developmental tasks and issues of childhood, adolescence, and adult life. Each student will have an understanding of how individuals develop physically, cognitively, emotionally, socially, morally and spiritually. Each student will have an awareness of typical and atypical development in each of those areas. The course is oriented to an Eriksonian approach because this theory provides a broad framework within which can be included a variety of issues and perspectives. Also, the Eriksonian framework has been shown to be the most amenable to transcending cultural differences. The categories of Early Childhood, Middle Childhood, Early Adolescence, Later Adolescence, Early Adulthood, Middle Adulthood, Later Adulthood, and Very Old Age will be addressed along with critical issues in each category, and the therapeutic implications. Also, it will be shown that the developmental process is truly a part of creative design theologically.

GORDON-CONWELL MISSION:
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

RELATIONSHIP TO THE CURRICULUM:
This course is required for the preparation of the student for licensure. The course equips students by resourcing them with a theoretical, biblical and therapeutic framework for working with clients at various stages during lifespan development. Understanding the various stages of physical, emotional, social, psychological, and spiritual categories aids in equipping students in
knowing how to either enhance the growth of the individual in various stages of development, or intervene concerning deficits of under development in various stages of life.

COURSE OBJECTIVES:
Human Growth and Development includes studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
1. Demonstrate knowledge about theories of individual and family development and transition across the lifespan. (CACREP II. G. 3. a)

2. Examine and demonstrate an understanding of personal developmental areas including cognition, affect, neurobiology, gender, morality, sociality, including culture and racial/ethnicity), and spirituality and how they may influence the presentation and treatment of clinical issues. (CACREP II. G. 3. b, d)

3. Demonstrate an understanding of the effects of developmental crises, disasters, and other trauma-causing events on persons of all ages, as well as situational and environmental factors that affect normal and abnormal behavior. (CACREP II. G. 3. c, f)

4. Provide a foundation of understanding human development theories and models of individual, couple, family, and community related to resilience across the lifespan. (CACREP II. G. 3. d)

5. Examine the theories and etiology of addictive behaviors, and learn of the strategies for prevention, intervention, and treatment. (CACREP II. G. 3. g)

6. Explain the theories for facilitating optimal development and wellness over the lifespan. (CACREP II. G. 3. h)

5. Integrating each student’s personal process, family experiences, and spiritual direction with academic knowledge.

1. REQUIRED TEXT READING:
The following three texts constitute the required reading assignment:


2. COURSE REQUIREMENTS: All Assignments must be written in APA style. See [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/) for more information.
**Document File naming Conventions:** All assignments should be submitted electronically in the Sakai course assignments area.

a. **Required Reading Requirements (50 points)**
   The required texts are to be read in their entirety for credit. No partial credit will be given. After completing the required reading, each student will need to submit a double-spaced 5-7 page reaction paper with 1-inch margins. The reaction paper should be a reaction to the two required texts and include how the information in the texts relates to future work as a counselor. The students should address information related to their understanding of developmental process and the importance of considering development in clinical work. It is expected that students will display a good understanding and comprehension of the material.

   **DUE DATE:** This assignment should be submitted electronically on Sakai in the assignment area no later than November 21, 2015.

b. **Annotated Bibliography (50 points)**
   To develop an adequate foundation of the significant developmental tasks for the lifespan students are expected to read from a variety of sources and topics. The required texts can be two of the books for the annotated bibliography assignment. Other relevant texts may be chosen from the bibliography (a brief one at the end of the syllabus) or may be chosen by the student. Research articles from professional counseling journals are excellent sources of current information.

   The student will keep account of these readings by means of an annotated bibliography that shall include the following components, using APA style format:
   1. Author(s), Title of the book, chapter, or journal article, publisher and year of publication.
   2. Number of pages read by source (total pages read should also be tallied on first page)
   3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 200 words), and books can be summarized in one-half to one page, typed single-spaced. Although the core of the grade for this assignment is based on the number of pages read, the nuance (+/-) is based on the quality of the annotation.
   4. If the resource was a videotape, indicate a page number equivalency (1 hour = 33 pages; six hour maximum).

   **Grading will be as follows:**
   - A = 2000+ pages read
   - B = 1600-1999 pages read
   - C = 1200-1599 pages read
   - D = 800-1199 pages read

   **Due:** Uploaded onto Sakai by Wednesday, December 18, 2015.

c. **Movie & A Paper/Presentation (100 points = 50 points paper & 50 points presentation)**
   Students should choose a movie from the list below and address any developmental concept that has been covered in the class that is presented by either the main character or another character in the movie. **Watch the movie and write a 5-7 page paper about the movie’s**
**developmental topic** and how it relates to concepts discussed in class. For the paper and the presentation you should identify one area that is addressed in class and covered in the text. **The paper should include information from five referenced journal articles** on a particular topic that is observed in the movie and covered during the class. The journal articles should be ones written in the last 5-7 years. The paper should be written in APA format, and include a cover page, abstract and reference page. **NOTE: These pages DO NOT count in the total page count. Please refer to APA Manual for correct APA format for paper submissions.** If there is a different movie that the student would like to select, consult with the instructor to obtain approval. Each student will do a presentation on the **developmental topic(s)** of the movie addressed in the paper. The presentation IS NOT about the movie, but about a developmental topic addressed in the paper. **The student should prepare a 20 minute PowerPoint presentation and send the PowerPoint to the instructor the day before the presentation.** If the PowerPoint is not sent points will be deducted from the presentation. Be creative! If desired show a brief clip (3-5 minutes) from the video to offer the class a visual of the topic of development being discussed. Students will sign up for one of the movies and a date to do the presentation in the first class and should begin to work on this assignment. **The paper is due the day each student does his or her presentation. It should be uploaded on Sakai by midnight the day of the presentation.**

**Movie Choices:**

<table>
<thead>
<tr>
<th>A Beautiful Mind</th>
<th>Akeelah The Bee</th>
<th>All That Jazz</th>
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<tr>
<td>Amadeus</td>
<td>Annie Hall</td>
<td>Antwon Fisher</td>
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<td>As Good As It Gets</td>
<td>Being There</td>
<td>Boy’s Don’t Cry</td>
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<td>Coach Carter</td>
<td>Crazy Heart</td>
<td>Dead Poet’s Society</td>
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<tr>
<td>Enough</td>
<td>Girl Interrupted</td>
<td>Good Will Hunting</td>
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<tr>
<td>Up</td>
<td>I Am Sam</td>
<td>Hanging</td>
</tr>
<tr>
<td>Last Chance Harvey</td>
<td>Losing Isaiah</td>
<td>Marvin’s Room</td>
</tr>
<tr>
<td>Me, Myself &amp; Irene</td>
<td>Mr. Holland’s Opus</td>
<td>My Left Foot</td>
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<td>My Sister’s Keeper</td>
<td>Nobody’s Fool</td>
<td>Ordinary People</td>
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<td>Primal Fear</td>
<td>Simon Birch</td>
<td>Something’s Gotta</td>
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<td>Stand By Me</td>
<td>Stepmom</td>
<td>Give</td>
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<td>The Crossing Guard</td>
<td>The Hours</td>
<td>The Breakfast Club</td>
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<td>The Music Never Stopped</td>
<td>The Sixth Sense</td>
<td>The Kids Are All Right</td>
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<td>What About Bob</td>
<td>What’s Eating Gilbert</td>
<td>Wit</td>
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<tr>
<td></td>
<td>Grape</td>
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**d. Autobiography Paper (50 points)**

Each student will complete an autobiography of approximately 10-pages, which emphasizes his/her adolescence. This assignment is not a theoretical or research paper, but an intimate examination of oneself in terms of the most significant events and experiences that have molded her/his personality development. Each student will use Erikson’s psychosocial stages (early and late adolescence) as a guide or outline of the paper. Since this is an intimate, personal examination of one’s own life, all papers will be strictly confidential. **Due: Uploaded onto Sakai by November 20, 2015.**
The autobiography will be graded on the following criteria:
1. Evidence of self-awareness
2. Understanding of environmental influences
3. Thoroughness
4. Grammar, spelling and style

e. Historical Examination of Lifespan (50 points)
Each student is to complete a historical examination and analysis of one person’s (or couple’s) “passages” through adult life. Any interview format that covers the significant issues of adult and family life is acceptable. The Eriksonian framework is probably the easiest. The minimum age requirement is 65 years of age. The paper should be 15-20 pages in length, double-spaced. You should obtain informed consent from the individual that you interview. The individual should understand the nature of the assignment and the purpose is to gain an understanding of development from an older adult’s progression through life. Additionally, since this is an intimate, personal examination of life issues, all individuals should be identified by a pseudonym and the paper will be held in strictest confidence. Due: Uploaded onto Sakai by December 18, 2015.

The interview paper will be graded on the following criteria:
1. Understanding of environmental and cultural influences
2. Comprehension of interpersonal and intrapsychic effects
3. Thoroughness
4. Issues and consideration from a developmental perspective that a therapist might address if this person were seeking counseling
5. Grammar, style and spelling

CLASS PARTICIPATION
Class will meet on the weekends of September 25-26, November 20-21, and December 11-12. Classes on Friday will start immediately after Chapel and meet from 7:00-9:30 pm. Class will meet on each of the Saturdays from 9:00 am-4:30 pm.

Attendance and full participation is expected during all class meetings. If the student should miss up to two hours of class for any reason, he or she can choose one of the following options to make up for the missed portion of class:
1. Have twenty-five (25) points deducted from your final course grade or
2. Submit an annotation for an additional 300 pages of reading pertaining to content of material that was covered during the missed class.
3. Submit an assignment related to missed content, which the professor will assign.

The student must notify the professor prior to the absence, explain the reason for the absence and inform the instructor which assignment will be selected to complete. If the student should miss more than two hours of the course he or she should inform the instructor and then meet with the professor to receive the make-up assignment for the missed class.
EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Autobiographical Paper</td>
<td>50</td>
</tr>
<tr>
<td>Reading and Annotated Bibliographies</td>
<td>100</td>
</tr>
<tr>
<td>(50 points each)</td>
<td></td>
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<tr>
<td>Historical Examination of Lifespan</td>
<td>50</td>
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<tr>
<td>Movie &amp; Paper Presentation</td>
<td>100</td>
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GRADING SCALE:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A+</td>
<td>294-300</td>
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<tr>
<td>B+</td>
<td>261-269</td>
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<tr>
<td>C+</td>
<td>231-239</td>
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<tr>
<td>A</td>
<td>282-293</td>
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<tr>
<td>B</td>
<td>252-260</td>
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<tr>
<td>C</td>
<td>222-230</td>
</tr>
<tr>
<td>A-</td>
<td>270-281</td>
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<tr>
<td>B-</td>
<td>240-251</td>
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<td>C-</td>
<td>210-221</td>
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<tr>
<td>D+</td>
<td>201-209</td>
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<tr>
<td>F</td>
<td>179 and below</td>
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<tr>
<td>D</td>
<td>192-200</td>
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<tr>
<td>D-</td>
<td>180-191</td>
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Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.
Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
The term ends December 20, and faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

Virtual Writing Center
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

• CT500 (Introduction to Theological Research)
• CO501 (Introduction to Counseling Research)
• IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.
BIBLIOGRAPHY


