Course Syllabus

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 as well as therapeutic implications. Also, it will be shown that the developmental process is truly a part of creative design theologically.

Gordon-Conwell Mission

CO 610 relates to the mission of Gordon-Conwell by equipping the student to think theologically and psychologically about the developmental process of human growth and development as a part of creative design. In addition, students are equipped to deal with the critical issues that result from not developing holistically in these stages so they might be redemptive agents in their counseling when dealing with such deficits.
Course Relationship to the Curriculum

This course is required for the preparation of the student for licensure. The course equips the student by resourcing them with a theoretical, biblical and therapeutic framework for working with clients at various stages in their lifespan development. Understanding the various stages of physical, emotional, spiritual, social, psychological, and spiritual categories equips the student to know how to either enhance the growth of the individual in those various stages of development or intervene concerning deficits of under development in those various stages.

COURSE OBJECTIVES:

1. Demonstrate knowledge about lifespan psychological development and the relationship of development psychology to the counseling context
2. Examine personal developmental issues that may influence presentation and treatment of clinical issues
3. Think from an integrated developmental perspective, seeking a balance in terms of cognition, affect, biology, morality, sociality, and spirituality
4. Consider issues of gender and racial/ethnic differences in development
5. Provide a foundation for understanding human development within various domains across the lifespan
6. Integrating each student’s personal process, family experiences, and spiritual direction with academic knowledge

Course Requirements:

Projected time for each assignment: Achievement of the course objectives will be measured through a variety of assignments and activities described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework both in class and out of class. The following break-down of assignments indicates how these hours are distributed across course assignments.
READING REQUIREMENTS:

Textbooks:


COURSE REQUIREMENTS:

Reading Requirement (35% of grade)

The required texts are to be read in their entirety for credit. No partial credit will be given. A 2 page summary of each required text containing significant take-aways for the student will be turned in by **January 4\textsuperscript{th}, 2013**.
Journal Articles

Each student is to review 10 Journal articles within the field of either child, adolescent or later adult development. Choose only one of the areas to focus upon in your reading and in the same general topic area. An annotated bibliography is to accompany the title of the article, number of pages in the article and the source of the article. The Journal articles will be considered as part of your overall reading. Journal Articles are also to be completed and turned in by January 4th as well. Again, no partial credit will be given.

Written Assignments:

1. Autobiography Paper (20% of grade):

   Each student will complete an autobiography of approximately 10 pages which emphasizes his/her adolescence. This is not a theoretical or research paper, but an intimate examination of oneself in terms of the most significant events and experiences which 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. This paper is due October 27, 2012.


2. Historical Examination of Lifespan Paper (35% of grade):

   Each student is to complete a historical examination and analysis of one person’s (or couple’s) “passages” through adult life. Any interview format which 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.

   This paper should be approximately 15-20 pages in length. Since this is also an intimate, personal examination of life issues, all papers will be strictly confidential. This paper will be due January 4th, 2013.

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

FORM AND STYLE: A.P.A. FORMAT

CLASS PARTICIPATION (10% OF GRADE)
ATTENDANCE POLICY

Unless arranged prior to class there will be no excused absences.

SEE SYLLABUS ADDENDUM FOR SEMINARY POLICIES CONCERNING CLASSES

GRADING PHILOSOPHY AND POINT CRITERIA

A total of 100 points is possible. Each assignment/grading category reflects both the percentage of the class grade, as well as the number of points possible for the assignment/category. A final grade of “A” (95-100) is reflective of an extremely high demonstrated quality. Level for graduate studies with reference to the areas of (a) class preparation-participation, and (b) accomplishment of the course assignments according to the stated criteria for each assignment. A final grade of “B” (85-87) is reflective of an average demonstrated quality level for graduate studies for these categories. A final grade of “C” (75-77) is reflective of below average demonstrated quality level for graduate studies for these categories.

The students course grade will be the total of all assignments, based on the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>92-94</td>
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<tr>
<td>B</td>
<td>85-87</td>
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<tr>
<td>B-</td>
<td>82-84</td>
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<tr>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>C-</td>
<td>72-74</td>
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<tr>
<td>D</td>
<td>65-67</td>
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<tr>
<td>D-</td>
<td>62-64</td>
</tr>
<tr>
<td>F</td>
<td>Below 61</td>
</tr>
</tbody>
</table>

The students course grade will be the total of all assignments, based on the scale above:
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Class Content</th>
<th>Reading</th>
</tr>
</thead>
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| **Sept. 28-29**| Intro., Issues in Dev. Theory  
Child Dev. Ages 1-12  
Psychosocial Dev., Affective Dev.  
Object Relations—Mahler  
Cognitive and Religious Dev.  
Fowler                      | N and N 1-3  
N and N 2-8 |
ADDITIONAL READING RESOURCES:


Also:  


(1900). *The interpretation of dreams.* Volumes 4 and 5.  
(With Breuer: 1895- *Studies on hysteria* Breuer and Freud)


Also:


**eBooks available through GCTS Netlibrary:**


**Electronic Resources**

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
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. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

Returned Work
Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.