

## **PCC-900 Human Growth & Development**

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Fall 2024, Th 630p – 930p

Office Hours: By Requested Appointment

### **Course Description:**

This graduate-level course provides a comprehensive exploration of human development from conception through late adulthood. Emphasizing the physical, cognitive, emotional, and social domains of development, the course integrates theoretical perspectives with current research findings. Students will examine developmental milestones and processes within various cultural and contextual frameworks, applying this knowledge to practical and professional settings. The course aligns with the latest CACREP standards, ensuring that students gain the requisite knowledge and skills to support diverse populations effectively across different life stages.

### **Course Objectives:**

1. Understanding Developmental Theories:
  - Explore and critically analyze major theories of human development, including but not limited to psychodynamic, cognitive, behavioral, humanistic, and socio-cultural perspectives. [CACREP Standard: 2.F.3.a]
2. Developmental Milestones and Processes:
  - Identify and describe key physical, cognitive, emotional, and social milestones from infancy through late adulthood. [CACREP Standard: 2.F.3.b]
3. Cultural and Contextual Influences:
  - Examine the impact of cultural, socioeconomic, and environmental factors on individual development across the lifespan. [CACREP Standard: 2.F.3.f]
4. Research and Application:
  - Evaluate current research in human development and apply findings to practical scenarios in counseling and other professional practices. [CACREP Standard: 2.F.3.i]
5. Ethical and Professional Standards:
  - Understand and apply ethical principles and professional standards in the context of human development across the lifespan. [CACREP Standard: 2.F.1.i]
6. Assessment and Intervention:
  - Develop skills in assessing developmental stages and designing appropriate interventions to support clients at various life stages. [CACREP Standard: 2.F.3.h]

### **Student Learning Outcomes**

By the end of this course, students will be able to:

1. Articulate and apply major developmental theories to case studies and real-world scenarios, demonstrating an understanding of the strengths and limitations of each theory.
2. Accurately identify and describe key developmental milestones in physical, cognitive, emotional, and social domains for different age groups.
3. Analyze and discuss the role of cultural and contextual factors in shaping individual development, and demonstrate cultural competence in assessing and addressing developmental issues.
4. Critically evaluate current research studies in human development and integrate findings into professional practice, showing the ability to stay current with ongoing research.
5. Apply ethical standards and principles in case discussions and practical exercises, ensuring that developmental interventions respect client diversity and promote well-being.
6. Conduct developmental assessments and design intervention plans that are informed by developmental theory and tailored to the unique needs of individuals at different life stages.
7. Effectively communicate developmental concepts and assessment findings to clients, colleagues, and other stakeholders in both written and oral formats.

**Required Texts:**

- Lifespan Development : Cultural and Contextual Applications for the Helping Professions. 2023. New York, NY: Springer Publishing Company, LLC.  
**ISBN:** 978-0-8261-8278-4 (Print) | 978-0-8261-8279-1 (eBook)
- Human Development and Faith : Life-Cycle Stages of Body, Mind, and Soul. 2015 Second ed. St. Louis: Chalice Press.

**Course Assignments**

Participation	10%
Chapter Precis	10%
Reflection Paper	10%
Model Presentation	20%
Observation Assignment	20%
Capstone Project	30%

**Grading Scale**

93–100%	A
90–92%	A-
87–89%	B+
83–86%	B
80–82%	B-
77–79%	C+
73–76%	C
70–72%	C-
67–69%	D+
63–66%	D
60–62%	D-
<60%	F

## Disability Accommodation Statement

Garrett-Evangelical Theological Seminary is committed to providing equal educational opportunities for students with disabilities. If you have a documented disability and require accommodations to fully participate in this course, please contact Student Access at Academic and Student Services prior to the beginning of the course. They will work with you to determine appropriate accommodations and provide you with a letter to share with your instructors.

*Contact Information:* Academic and Student Services | [student.access@garrett.edu](mailto:student.access@garrett.edu)

Your success in this course is important to me. Please reach out to ensure your needs are met and you have the support necessary for an optimal learning experience.

## Academic Honesty Statement

Academic integrity is a core value at Garrett-Evangelical Theological Seminary. All members of our academic community are expected to uphold the highest standards of honesty and ethical behavior. As graduate students, you are responsible for maintaining academic integrity in all aspects of your coursework and research.

Types of Academic Dishonesty:

1. **Plagiarism:** Presenting someone else's ideas, words, or work as your own without proper acknowledgment.
  1. *Severe plagiarism* (a.k.a. "copying") is the most overt and deceptive form of plagiarism. This involves deliberately misrepresenting all or part of another person's work as one's own. For example, a student might turn in a paper written by another student in a previous term. Another common example is writing containing chunks of "copy-and-paste" from published articles or internet sources such as Wikipedia. Papers copied from the internet are typically obviously copied, and can be located on the internet with a simple Google search.
  2. *Irresponsible plagiarism* (a.k.a. "omission") is the act of paraphrasing or quoting from a source, without giving credit to the source. The author does not necessarily explicitly take credit for the idea or materials (but this is nevertheless implied). Please be aware that not only do ideas need to be cited, but they should also be stated *in your own words*.
  3. *Self-plagiarism* (a.k.a. "recycling") is the act of representing one's own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course. This may not

seem as bad as stealing another person's work, but it is *deceptive*, and therefore unacceptable.

2. **Cheating:** Using unauthorized materials, information, or assistance during exams or assignments.
3. **Fabrication:** Falsifying or inventing information, data, or citations.
4. **Collusion:** Working with others without authorization to complete an assignment or exam.
5. **Misrepresentation:** Providing false information or omitting relevant facts to gain academic advantage.

### **Use of AI and Clear Citation:**

The use of Artificial Intelligence tools for research or assignment assistance must be clearly acknowledged and cited appropriately. Failure to disclose AI-generated content or results as part of your work constitutes plagiarism and violates academic integrity standards.

### **Consequences of Academic Dishonesty:**

Violations of academic honesty, including plagiarism and other forms of cheating, will result in severe penalties. Specifically, for any assignment found to involve academic dishonesty, you will receive an F grade on the assignment. Additionally, further actions, such as probation or suspension, may be imposed as deemed appropriate by the Academic Dean and relevant academic committees.

As scholars and future leaders in ministry and academia, it is imperative to uphold a commitment to integrity and ethical conduct in all academic pursuits. If you have any questions or concerns regarding academic integrity or need clarification on what constitutes plagiarism, please do not hesitate to discuss them with me or refer to Garrett-Evangelical Theological Seminary's academic integrity policies.

By enrolling in this course, you acknowledge your understanding of and commitment to upholding the principles of academic honesty at Garrett-Evangelical Theological Seminary.

	Session Date	Focus	Readings Covered		Assignment Due
			LD	HDF	
1	9/5/2024	Lifespan in Context	Chapter 1.	Chapter 2	Précis Due
2	9/12/2024	The Roots of Lifespan Developmental Theories	Chapter 2.	Chapter 1	Précis Due
3	9/19/2024	Cultural and Contextual Development Models	Chapter 3.	Chapter 3	<b>Reflection Paper Due</b>
4	9/26/2024	Cultural and Contextual Factors of Infancy through Early Childhood	Chapter 4.	Chapter 5	Précis Due
5	10/3/2024	Developmental Theories of Infancy through Early Childhood	Chapter 5.	Chapter 6	Précis Due
6	10/10/2024	Cultural and Contextual Factors of Middle Childhood through Adolescence	Chapter 6.	Chapter 8	<b>Faith Development Presentations Due</b>
7	10/17/2024	Developmental Theories of Middle Childhood through Adolescence	Chapter 7.	Chapter 9	Précis Due
	10/24/2024	Reading Days			
8	10/31/2024	Cultural and Contextual Factors of Emerging Adulthood through Early Adulthood	Chapter 8.		Précis Due
9	11/7/2024	Developmental Theories of Emerging Adulthood through Early Adulthood	Chapter 9.	Chapter 11	<b>Observation Paper Due</b>
10	11/14/2024	Cultural and Contextual Factors of Middle Adulthood	Chapter 10.		Précis Due
11	11/21/2024	Developmental Theories of Middle Adulthood	Chapter 11.	Chapter 12	Précis Due
	11/28/2024	Thanksgiving Break			
12	12/5/2024	Cultural and Contextual Factors of Late Adulthood through End of Life	Chapter 12.	Chapter 13	Précis Due
13	12/10/2024*	Developmental Theories of Late Adulthood through End of Life	Chapter 13.	Chapter 14	<b>Capstone Project Due</b>

\*Thanksgiving Make Up Date per Academic Calendar

## Assignment Details: Reading Precis

Discussion Board Reflections: Students should come to each session having previously read and reflected on the course material for the day. By the beginning of each class, students will write a precis (one paragraph in length) in the discussion board.

### Writing a Precis: A Step-by-Step Guide

A *precis* is a concise summary of a text that captures its main points and essence while being brief. Writing a precis helps hone your skills in identifying key ideas and summarizing content effectively, a crucial skill in academic settings.

#### Steps to Write a Precis

1. **Read the Chapter Thoroughly**

Before you start writing, read the chapter carefully. Understand the main arguments, supporting evidence, and any conclusions drawn. This step is crucial because a well-written precis reflects a deep understanding of the original text.

2. **Identify Key Points**

As you read, highlight or note down the main ideas and essential details. Focus on the thesis statement, key arguments, and significant pieces of evidence. This will help you distill the chapter into its core components.

3. **Draft the Precis**

Begin drafting your precis by condensing the identified key points into a single coherent paragraph. Ensure that your precis is clear and concise, capturing the essence of the chapter without unnecessary details. Use your own words and maintain the logical flow of the original text.

4. **Revise and Edit**

Once your draft is complete, revise it for clarity and conciseness. Ensure that your precis accurately represents the chapter's main points and is free of any redundancy or irrelevant information. Editing is crucial to refine your summary and make it as effective as possible.

#### Conclusion

Writing a precis is an invaluable skill that enhances your ability to summarize and comprehend complex academic texts. By practicing regularly, you'll become adept at distilling information and presenting it clearly and concisely.

## **My Development in Mind | Reflection Paper**

Understanding and analyzing your own developmental experiences and social locations is essential for effective clinical practice. By reflecting on your personal development, you can better appreciate the diverse backgrounds and life stages of your clients. This self-awareness helps you recognize potential biases and blind spots, allowing you to approach your clients with greater empathy and cultural competence.

Reflecting on your own life journey helps you understand the complexity of human growth and the various factors that influence it, such as cultural, social, and environmental contexts. This awareness not only strengthens your therapeutic relationships but also informs your approach to assessment and intervention, ensuring that it is tailored to the unique needs of each client. Ultimately, the aim of this assignment is to help you become a more insightful, empathetic, and effective clinician.

### **Assignment Instructions**

Students have the flexibility to choose any questions to answer from Part A (details below, including alternative options for completing this section if preferred), and then proceed to answer all questions in Parts B and C.

<b>Part A: Your Life (2 to 2 ½ pages)</b>
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Reflect on your life experiences by addressing any of the following questions. Alternatively, you may choose to write about another person or report on a published biography or autobiography. If writing about another person, use a pseudonym. If using a published work, provide a full reference.

Prompting Questions:

1. Family Structure

- Describe your family during your childhood. How many people were in your household? Did the family structure change over time (e.g., parental divorce, death, inclusion of a grandparent, birth of a sibling)?

2. Birth Circumstances

- Were there any unique aspects of your birth (e.g., premature birth, being a twin, extended hospital stay, low birth weight)?

3. Infancy

- Were there notable events during your infancy (e.g., birth of a sibling, family relocation, parental job change)?

4. Early Childhood (2 to 6 years)

- What are your earliest memories (e.g., attending preschool, childhood playmates, types of play, fears)?

5. Middle Childhood (6 to 10 years)

- What do you recall from middle childhood (e.g., friendships, school performance, hobbies, identity formation, household chores, family beliefs)?

6. Adolescence (10 to 18 years)

- Reflect on your adolescent years (e.g., identity search, close friendships, peer interactions, romantic relationships, school experiences, extracurricular activities, risk-taking behaviors).

7. Young Adulthood (18 to 30 years)

- Discuss your young adulthood (e.g., personal relationships, career experiences, satisfying personal changes).

8. Middle Adulthood (30 to 60 years, if applicable)

- Share your middle adulthood experiences (e.g., responsibilities, relationship dynamics, personal growth and stability, sources of satisfaction).

Part B: A Lifespan Framework (½ to 1 page)

Read Chapters 1-3 from the textbook, which cover themes in development and major developmental issues. Choose three major themes/issues and reflect on how they have influenced your life.

Part C: Stress and Resiliency (½ to 1 page)

Be specific when addressing the following questions:

- What aspects of your nature (inherent traits) and nurture (environmental influences) have resulted in stressors?

- What aspects of your nature and nurture have provided buffers and ultimately contributed to your resilience against those stressors?



## Models of Faith/Spiritual Development | Oral Presentation

This task is designed to deepen your understanding of the various frameworks that explain spiritual growth and development across the lifespan. By researching a specific model and presenting your findings, you'll gain valuable insights into how faith and spirituality evolve and impact individuals throughout their lives.

You are required to select one of the following faith or spiritual development models for your research:

1. Fowler's Stages of Faith Development
2. Wilber's Integral Theory
3. Erikson's Psychosocial Development (with a focus on spiritual aspects)
4. Piaget's Theory of Cognitive Development (applied to spiritual growth)
5. Kohlberg's Stages of Moral Development (with a spiritual perspective)
6. Oser and Gmünder's Religious Judgment Development
7. Westerhoff's Styles of Faith
8. Parks' Faith Development Theory
9. Rizzuto's Psychoanalytic Theory of Religion
10. Helminiak's Four Levels of Spiritual Development
11. Underhill's Mysticism
12. James Fowler's Faith Development Theory
13. Tornstam's Gerotranscendence Theory
14. Hay and Nye's Relational Consciousness
15. Pargament's Theory of Religious Coping

**Research:** Conduct a thorough literature review on your chosen model. Your research should include historical background, key components of the model, empirical support, and critiques or limitations.

**Present:** You will present your findings in a PowerPoint presentation, accompanied by an oral presentation. Your presentation should be 15-20 minutes long and include the following elements:

- **Introduction:** Brief overview of the model and its significance.
- **Historical Background:** Origins and development of the model.
- **Key Components:** Detailed explanation of the model's stages or components.
- **Empirical Support:** Summary of research studies that support the model.
- **Critiques and Limitations:** Discussion of any criticisms or limitations of the model.
- **Conclusion:** Summary of your findings and their implications for understanding lifespan development.

## Evaluation Criteria

Your assignment will be graded based on the following criteria:

- **Depth of Research:** Thoroughness and comprehensiveness of your literature review.
- **Clarity and Organization:** Clear and logical presentation of information.
- **Critical Analysis:** Insightful critique and discussion of the model's strengths and weaknesses.
- **Presentation Skills:** Effectiveness of your oral and visual presentation.
- **Engagement:** Ability to engage and interact with your audience.

## Additional Resources

To assist you in your research, consider the following resources:

- [APA PsycNet](#)
- [Google Scholar](#)
- [JSTOR](#)
- [PubMed](#)

## Remember!

Start your research early and take advantage of the resources available to you. This is an excellent opportunity to explore the intricate ways in which faith and spirituality develop over a lifetime. Your insights and critiques will contribute to a richer understanding of these models and their applications.

## Lifespan Observation and Analysis | Written Paper

This exercise will deepen your understanding of developmental theories by observing real-world behaviors and analyzing them through the lens of a major theorist.

### Objective

The purpose of this assignment is to observe and analyze behaviors using a stage from a renowned developmental theorist. You will describe observed behaviors, provide relevant contextual and cultural details, and engage in a theoretical discussion to offer insights into the developmental processes at play.

### Instructions

1. **Choose a Theorist and Stage:**

Select one of the following theorists and focus on a specific stage of their theory:

- **Erik Erikson:** Psychosocial Development
- **Jean Piaget:** Cognitive Development
- **Sigmund Freud:** Psychosexual Development
- **Lev Vygotsky:** Sociocultural Development
- Or another primary theorist from the texts

2. **Select an Observation Setting:**

Conduct your observation in one of the following settings:

- **Institution:** Hospitals, care facilities (get permission)
- **School Environment:** Classrooms (get permission), playgrounds
- **Family Setting:** Home, family gatherings
- **Workplace:** Offices, job sites
- **Public Spaces:** Parks, malls
- **Religious Spaces:** Churches, mosques, temples

3. **Observe and Record:**

- Take detailed notes on the behaviors you observe.
- Pay attention to interactions, emotional responses, and activities.
- Use a notebook or digital device to record your observations discreetly.  
Note: Do not video or audio record others without clear, written consent!

4. **Contextual and Cultural Details:**

- Note the socioeconomic status, ethnicity, religious beliefs, family dynamics, and any visible or invisible markers of identity or ability.
- Consider how these factors might influence the behaviors you observe.

## **Lifespan Observation and Analysis | Paper Structure**

Your final report should be structured as follows:

1. **Introduction:**
  - Briefly introduce the theorist and stage you are focusing on.
  - Explain the purpose of your observation and the setting you chose.
2. **Observation Details:**
  - Describe the setting and the individuals observed without revealing personal identities.
  - Provide detailed accounts of the observed behaviors.
3. **Analysis:**
  - Relate the observed behaviors to the chosen stage of the theorist's theory.
  - Discuss how contextual and cultural factors may have influenced these behaviors.
  - Include personal anecdotes if relevant to support your analysis.
4. **Conclusion:**
  - Summarize your findings and insights.
  - Reflect on the importance of understanding developmental stages in real-world contexts.

## Course Capstone Project | Case Study & Analysis

### Assignment Overview

This assignment is designed to synthesize your key learnings and apply them to a comprehensive case analysis. By engaging deeply with the material, you'll demonstrate your understanding of developmental theories, milestones, cultural influences, research applications, ethical standards, and intervention strategies.

This assignment is your final for the course and, as such, should be the equivalent of a 10-12-page paper. Your research, time, and effort should be without question in your final work product. Your grade will reflect this expectation so do your best to impress!

### Case Study Focus Options

You have the flexibility to choose a specific aspect of lifespan development for your case study. Here are some example options to consider:

1. Early Childhood Cognitive Development
2. Adolescent Emotional and Social Challenges
3. Midlife Career Transitions
4. Aging and Cognitive Decline
5. Impact of Socioeconomic Status on Development
6. Cultural Influences on Parenting Styles
7. Developmental Impacts of Trauma
8. Lifespan Development in LGBTQ+ Individuals
9. Spiritual Development Across the Lifespan
10. Influence of Technology on Child Development

**Assignment Guiderails:** Each capstone project should include

1. **Introduction:** Introduce your chosen focus area and explain its relevance to lifespan development.
2. **Literature Review:** Critically analyze major developmental theories related to your focus area. Discuss the strengths and limitations of each theory.
3. **Developmental Milestones:** Identify and describe key physical, cognitive, emotional, and social milestones relevant to your case study.
4. **Cultural and Contextual Analysis:** Examine the impact of cultural, socioeconomic, and environmental factors on the development of your chosen focus area.

5. **Case Scenario Creation:** Develop a detailed case scenario that illustrates the developmental challenges and milestones of an individual or group within your focus area.
6. **Application of Research:** Integrate current research findings into your case analysis, demonstrating how these findings inform practical interventions.
7. **Ethical Considerations:** Discuss the ethical principles and professional standards relevant to your case study. Ensure your interventions respect client diversity and promote well-being.
8. **Assessment and Intervention Plan:** Design a developmental assessment and intervention plan tailored to the unique needs of your case scenario.
9. **Conclusion:** Summarize your findings and reflect on the implications for professional practice.