



SCHOOL OF COUNSELING

COUN 530 HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN

Term/Credits

Spring Term 1 /2023

3 semester hours

Instructor

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Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 530 Human Growth and Development across the Lifespan introduces students to the biological, neurological, physiological, cognitive, socio-emotional, religious / spiritual and cultural domains set forth by the major theories of human growth and development. Developmental theories such as learning and personality are addressed, as well as those that are related to individuals, families, the larger social context, and environment. Students will begin to conceptualize the needs of their clients within a developmentally appropriate framework and to develop culturally sensitive and relevant strategies for promoting resilience and optimum development, wellness, and flourishing across the lifespan.

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives and CACREP Standards*
1	Explain theories of individual and family development across the lifespan.	Mod#1 Discussion: Childhood Experiences and Development Mod#2 Discussion: Regressive Behavior Mod#3 Discussion: Delaying Gratification Mod#3 Assignment: Older Adult Interview Project I Mod#4 Assignment: The Most Influential Event in My Life Mod#5 Discussion: Parent-Adolescent Relationships Mod#5 Assignment: Older Adult Interview Project Part II Mod#6 Assignment: Developmental Autobiography Mod#7 Assignment: Older Adult Interview Project Part III	SOC 3, 5 CACREP Section 2 F.3.a.
2	Apply theories of normal and abnormal personality development to case studies.	Mod#2 Discussion: Regressive Behavior Mod#4 Assignment: The Most Influential Event in My Life Mod#5 Assignment: Older Adult Interview Project Part II Mod#6 Assignment: Developmental Autobiography Mod#8 Final Exam	SOC 3, 5 CACREP Section 2 F.3.c.
3	Analyze the interaction of biological, neurological, and physiological factors that affect human development, functioning, and behavior.	Mod#3 Assignment: Older Adult Interview Project Part I Mod#4 Discussion: Influences on Gender Identification Mod#4 Assignment: The Most Influential Event in My Life Mod#5 Assignment: Older Adult Interview Project Part II	SOC 3 CACREP Section 2 F.3.e.

#	Course Objectives	Measures of Outcome	SOC Program Objectives and CACREP Standards*
		Mod#6 Assignment: Developmental Autobiography Mod#7 Discussion: Serving Others Mod#7 Assignment: Older Adult Interview Project Part III Mod#8 Final Exam	
4	Analyze the various systemic and environmental factors that affect human development, functioning, and behavior.	Mod#1 Discussion: Childhood Experiences and Development Mod#2 Discussion: Regressive Behavior Mod#3 Discussion: Delaying Gratification Mod#3 Assignment: Older Adult Interview Project I Mod#4 Discussion: Influences on Gender Identification Mod#4 Assignment: The Most Influential Event in My Life Mod#5 Discussion: Parent-Adolescent Relationships Mod#5 Assignment: Older Adult Interview Project Part II Mod#6 Assignment: Developmental Autobiography Mod#7 Discussion: Serving Others Mod#7 Assignment: Older Adult Interview Project Part III Mod#8 Final Exam	SOC 2, 5 CACREP Section 2 F.3.f.
5	Appraise the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	Mod#2 Discussion: Regressive Behavior Mod#3 Assignment: Older Adult Interview Project I Mod#5 Assignment: Older Adult Interview Project Part II Mod#7 Assignment: Older Adult Interview Project Part III Mod#8 Final Exam	SOC 3 CACREP Section 2 F.3.g.

#	Course Objectives	Measures of Outcome	SOC Program Objectives and CACREP Standards*
6	Apply theories of learning to clients at various stages of life.	Mod#2 Discussion: Regressive Behavior Mod#3 Discussion: Delaying Gratification Mod#4 Discussion: Influences on Gender Identification Mod#5 Discussion: Parent-Adolescent Relationships Mod#6 Discussion: Finding and Living Your Vocation(s) Mod#7 Discussion: Serving Others Mod#8 Discussion: What Makes for Flourishing? Mod#8 Final Exam	SOC 3, 5 CACREP Section 2 F.3.b.
7	Apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	Mod#7 Discussion: Serving Others Mod#8 Final Exam	SOC 3 CACREP Section 2 F.3.i.
8	Evaluate the way a Catholic-Christian view of the person, family, church, and society can contextualize normal and abnormal human development across the lifespan.	Mod#4 Discussion: Influences on Gender Identification Mod#5 Discussion: Parent-Adolescent Relationships Mod#6 Discussion: Finding and Living Your Vocation(s) Mod#7 Discussion: Serving Others Mod#8 Discussion: What Makes for Flourishing?	SOC 5 CACREP Section 2 F.2.g Section 5 C.2.j
9	Analyze Catholic-Christian models of moral development and spiritual formation.	Mod#3 Discussion: Delaying Gratification Mod#6 Discussion: Finding and Living Your Vocation(s) Mod#7 Discussion: Serving Others Mod#8 Discussion: What Makes for Flourishing?	SOC 1, 2, 4, 5 CACREP Section 2 F.2.g

#	Course Objectives	Measures of Outcome	SOC Program Objectives and CACREP Standards*
KPI	#3 Apply theories of human growth and development in all aspects of professional practice in diverse societies. 12# Evaluate clients' personal, social, and spiritual resources for promoting resiliency, healing, and flourishing informed by the holistic vision of the Catholic Christian Metamodel of the Person (CCMMP) in all aspects of professional practice.	80% of students will achieve a Proficient score or above on the COUN 530 Older Adult Interview Project: Case Conceptualization rubric Section 2: Observations and Assessment, Conceptualization of Development [Knowledge, Skill]	Section 2.F.3.i. Understand and apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
KPI	#4 Apply career development theories and models to all aspects of educational and career counseling in a global economy	80% of students will demonstrate a meaningful integration of the interviewee's career development on the COUN 530 case conceptualization paper from the Older Adult Interview Project assignment [Knowledge, Skills]	Section 2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
KPI	#11 Apply a biopsychosocial, spiritual, and environmental case conceptualization, including mental health history and etiology of co-occurring disorders, in evaluating clients during intake interviews, mental status evaluations, and administration of psychological assessments for formulating diagnosis, treatment plans, and caseload management strategies.	80% of students will achieve a Proficient score or above on the COUN 530 Human Growth and Development Older Adult Interview Project: Case Conceptualization rubric [Knowledge, Skills]	Section 5.C.1. c. and d. c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

**SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

1. Santrock, J. W. (2021). *Life-span development* (18th ed.). New York, NY: McGraw-Hill. [The McGraw-Hill eBook rental (180 Day) or the Lifetime purchase is recommended.]
2. Groeschel, B. J. (2004). *Spiritual passages: The psychology of spiritual development*. New York, NY: Crossroads.

B. Recommended

1. Ivey, M. B., Myers, J. E., Sweeney, T. A., & Ivey, A. E. (2007). *Developmental counseling and therapy: Promoting wellness over the lifespan* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
2. Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, Mass: Harvard University Press.
3. Martin, R. (2005). *The fulfillment of all desire*. Steubenville, OH. Emmaus Press.

IV. COURSE REQUIREMENTS

B. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

C. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

D. Discussion participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 25 points.

- i. 10 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
- ii. 7.5 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.
- iii. 5 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong

understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.

- iv. 2.5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

E. Older Adult Interview Project is developed throughout this course. Students complete the project in three parts:

- Part I: Older Adult Interview (Due in Module / Week 3)
- Part II: Case Conceptualization (Due in Module / Week 5)
- Part III: Older Adult Interview Presentation (Due in Module / Week 7)

Part I: Students conduct a 1- to 2-hour interview with a person over the age of 60, preferably over the age of 70. The interviewee must be willing to allow students to share his or her story, as they will use this interview information to create a multimedia or PowerPoint presentation on his or her life history. Students submit a Word document that lists the questions you asked during the interview and a 5- to 10-minute audio clip of your interview. This portion of the assignment is due in Module 3 and is pass / fail.

- i. Interviewee signed the informed consent form.
- ii. Word document lists the questions asked during the interview.
- iii. Five- to ten-minute audio clip submitted.

Part II: Students summarize the interview in a case conceptualization paper. In a minimum of 1,250 words, students craft an overview of the interview, a summary of their observations and assessment of the interviewee, and a summary of their observations about themselves. This portion of the assignment is worth 200 points and is due in Module 5.

- i. 50 points Main Idea: Overview of the Interview (Mastery) – Thorough overview of the interview. Goes beyond what is required in some meaningful way (e.g., ideas demonstrate a new dimension of developmental events and topics and/or an understanding of the interviewee in light of developmental events and topics). Provides a substantive and scholarly discussion about developmental events and topics observed in the interviewee's life. Connects observations to the course content in a professionally meaningful way.
- ii. 50 points Main Idea: Observations and Assessment: Conceptualization of Development (Mastery) – Thorough description of observations and impressions of the interviewee. Well-developed insights into the interviewee's barriers to growth and coping skills and etiology of the interviewee's present psychological capacity or incapacity. Provides a substantive and scholarly discussion about what the interviewee was trying to accomplish by various behaviors, what they aspired to become, and any issues the interviewee struggled with related to a developmental stage. Connects observations to the course content in a professionally meaningful way.
- iii. 80 points Personal Application (Mastery) – In-depth observations about self that

demonstrate a superior introspection on the significant themes and patterns observed in student's own behavior including a thorough description of what the student considered especially effective and areas that were troublesome. Substantive description of student's own internal experiences during the session, with special focus on times or places where the student felt confused, tense, angry, or at a loss and what the student learned in the process.

- iv. 20 points Grammar (Mastery) – Proper length. No grammar errors (spelling, punctuation, etc.). Proper APA citations with no more than 1 error

Part III: Using the information and artifacts students gathered during their interview with an older adult, students will create a 10- to 15-minute narrated PowerPoint presentation to share with their colleagues. The contents and structure of the presentation will be based on their own findings, strengths, and creativity. This portion of the assignment is worth 200 points and is due in Module 7.

- i. 40 points Main Idea: Milestones, Themes, and Developmental Stages (Mastery) – Thorough presentation of milestones, themes, and developmental stages of the interviewee. Goes beyond what is required in some meaningful way (e.g., ideas demonstrate a new understanding of developmental milestones as applied to the interviewee's story). Provides a substantive and scholarly discussion about developmental stages in the interviewee's life. Connects observations to the course content in a professionally meaningful way.
- ii. 40 points Main Idea: Voice Over Narration (Mastery) – Narration provides a substantive and scholarly discussion about the interviewee and provides additional depth and application of the course concepts. Narration is well-developed and includes additional insights into the interviewee's milestones, themes, and developmental stages. Narration is well executed and of excellent sound quality. Narration enhances presentation and is delivered in a professionally meaningful way.
- iii. 40 points Main Idea: Pictures and Other Artifacts (Mastery) – Presentation includes numerous meaningful pictures or other artifacts of milestones, themes, and developmental stages of the interviewee. Pictures and / or other artifacts enhance the viewer's understanding of developmental milestones as applied to the interviewee's story. Pictures and / or other artifacts are used respectfully and in a meaningful manner. Pictures and / or other artifacts are well formatted and enhance the presentation.
- iv. 60 points Personal Application (Mastery) – In-depth observations about the interviewee included throughout the presentation. Clearly demonstrates the developing role of a professional counselor evidencing a substantive understanding of the developmental stages and the interviewee's experience in each stage. Clearly demonstrates the developing role of the professional counselor through observations and presentation of the interviewee's life. Presentation and narration clearly demonstrate an advanced application of ethical and culturally sensitive best practices of a professional counselor.
- v. 20 points Grammar (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. A Significant Development Event in My Life is assigned in Module 4. Students will

Create a 10- to 12-slide narrated PowerPoint presentation that describes the event, the development stage of life in which the event occurred, and how it shaped their development. Students will include two resources and how the resources they selected relate to their personal experiences. **Note:** Although it is not required, students are encouraged to share artifacts and pictures in their presentation if they have them. This assignment is worth 100 points.

- i. 50 points Main Idea (Mastery) - Thorough and rich description of an influential event that impacted the student's life. Goes beyond what is required in some meaningful way (e.g., ideas demonstrate a new understanding of developmental milestones as applied to the student's story). Provides a substantive and scholarly discussion about the developmental event in the student's life. Connects self-reflections to the course content in a professionally meaningful way
- ii. 40 points Personal Application (Mastery) – In-depth observations about the developmental stage of life in which the event occurred. Clearly demonstrates substantive insight into how the event shaped the student's development. Clearly demonstrates the developing role of the professional counselor through self-reflection. Presentation and narration clearly demonstrate an advanced application of course concepts which will support the student's role of a professional counselor.
- iii. 10 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. Developmental Autobiography is assigned in Module 6. Students delve into themselves and examine their own development process. Students examine their life experiences and how those experiences did and continue to impact their development. In a 2,000- to 2,500-word paper, students describe their development between their earliest recollections and the present, compare their own life experiences with what the literature says about development at particular ages, and explain which developmental theory is most relevant to their autobiography and explain why. Students are expected to use a minimum of five resources. This assignment is worth 150 points.

- i. 75 points Main Idea (Mastery) - Substantive response to the assignment that demonstrates careful and deep reflection on development and life experiences. Goes beyond what is required in some meaningful way. Provides a substantive and scholarly description of personal development from earliest recollections to the present. Provides a substantial and scholarly discussion of the development theory that is most relevant to the student's autobiography with an explanation of why. Connects development and life experiences to the course content in a professionally meaningful way.
- ii. 60 points Personal Application (Mastery) - Paper demonstrates a superior introspection on the student's development and life experiences and how they compare with the literature. Personal application of a developmental theory to life experiences is substantive and demonstrates deep thinking. Personal application is insightful.
- iii. 15 points Grammar (Mastery) - Proper length. No grammar errors (spelling, punctuation, etc.). Proper APA citations with no more than 1 error.

H. Final Exam is given in Module 8 and is worth 150 points

V. GRADING POLICY

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A 940 to 1000	A- 920 to 939	B+ 900 to 919	B 860 to 899	B- 840 to 859	C+ 820 to 839	C 780 to 819
C- 760 to 779	D+ 740 to 759	D 700 to 739	D- 680 to 699	F 0 to 679	W Withdrawal	I Incomplete

	Requirement	Items	Item Points	Total Points	Hours
	Assigned Readings				75.4
1	Santrock – course text				52.3
2	Groeschel – course text				3.4
3	Other readings (see Class Schedule)	25			14
4	Viewing course media	18			5.7
	Written Assignments			850	80.3
1	Discussions	8	25	200	33.3
2	Older Adult Interview Project	2	200	400	30
3	Significant Development Event in My Life Presentation	1	100	100	7
4	Developmental Autobiography	1	150	150	10
	Assessments/Exams			150	8
1	Final Exam	1	150	150	8
			Totals	1000	163.7

VII. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook and Instructor Policies for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers

METHODS OF INSTRUCTION

- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so

STUDENTS WITH SPECIAL NEEDS

students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Module Week	Topic	Author	Reading	Graded Assignments
1	The Marvel of Human Development	SOC Santrock, J. W. (2021) John Paul II. (1995) Virzera, D. L. (2009)	Syllabus <i>Life-span development</i> , Chapters 1-3 <i>Evangelium Vitae</i> , paragraphs 92-94 Unthawing frozen embryos: The legal & ethical conundrum of embryo adoption.	Discussion: Childhood Experiences and Development

Module Week	Topic	Author	Reading	Graded Assignments
2	Development in Infancy: It's All About Me and My Sensory Experience	<p>Santrock, J. W. (2021)</p> <p>Hamlin, J. K. (2013)</p> <p>Frick, J. E., & Adamson, L. B. (2003)</p> <p>Goldman, J. G. (2010, Oct. 18)</p> <p>Stahl, D. (2015)</p>	<p><i>Life-span development</i>, Chapters 4-6</p> <p>Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core</p> <p>One still face, many visions</p> <p>Ed Tropic and the "Still Face Experiment"</p> <p>Moral evaluations of genetic technologies: The need for Catholic Social Doctrine</p>	<p>Discussion: Regressive Behavior</p>

Module Week	Topic	Author	Reading	Graded Assignments
3	Toddlerhood Through Early Childhood	<p>Santrock, J. W. (2021)</p> <p>Curley, J. P., Jensen, C. L., Mashoodh, R., & Champagne, F. A. (2011)</p> <p>Gaultiere, W. J. (1990)</p>	<p><i>Life-span development</i>, Chapters 7-8</p> <p>Social influences on neurobiology and behavior: Epigenetic effects during development</p> <p>The Christian psychotherapist as a transitional object to God</p>	<p>Discussion: Delaying Gratification</p> <p>Assignment: Older Adult Interview Project: Part I: Older Adult Interview</p>

Module Week	Topic	Author	Reading	Graded Assignments
4	Middle Childhood Through Adolescence	<p>Santrock, J. W. (2021)</p> <p>Lawrence, D. (2010)</p> <p>Savage, D. (2015)</p> <p>Bible</p>	<p><i>Life-span development</i>, Chapters 9-10</p> <p><i>Philosophy 101: Naturalism vs Christianity</i></p> <p>The nature of woman in relation to man: Genesis 1 and 2 through the lens of the metaphysical anthropology of Aquinas</p> <p>Genesis 1 and 2</p>	<p>Discussion: Influences on Gender Identification</p> <p>Assignment: The Most Influential Developmental Event in My Life</p>

Module Week	Topic	Author	Reading	Graded Assignments
5	Development in Adolescence	<p>Santrock, J. W. (2021)</p> <p>Groeschel, B. J. (1983)</p> <p>DeMoss, N. L. (2007)</p> <p>Johnson, P. (2011)</p> <p>Jose, A., O'Leary, K. D., Moyer, A. (2010)</p> <p>Regnerus, M. (2012)</p>	<p><i>Life-span development</i>, Chapters 11-12</p> <p><i>Spiritual passages: The psychology of spiritual development</i>, Chapters 1-2</p> <p>A biblical view of womanhood. Revive Our Hearts</p> <p>Growing up: Becoming a real man</p> <p>Does premarital cohabitation predict subsequent marital stability and marital quality? A meta-analysis</p> <p>How different are the adult children of parents who have same-sex relationships? Findings from the new family structures study</p>	<p>Discussion: Parent-Adolescent Relationships</p> <p>Assignment: Older Adult Interview Project: Part II: Case Conceptualization</p>

Module Week	Topic	Author	Reading	Graded Assignments
6	Late Adolescence Through Early Adulthood	<p>Santrock, J. W. (2021)</p> <p>Groeschel, B. J. (1983)</p> <p>Doherty, W. J. (2001)</p> <p>PREPARE/ENRIC. (2016)</p> <p>Mayer, L. S. McHugh, P. R. (2016)</p> <p>Tushnet, E. (2003)</p> <p>Thomas, G. L.</p>	<p><i>Life-span development</i>, Chapters 13-14</p> <p><i>Spiritual passages: The psychology of spiritual development</i>, Chapter 3</p> <p>Value-sensitive therapy</p> <p><i>The impact of PREPARE/ENRIC H</i></p> <p>Sexuality and gender: Findings from the biological, psychological, and social sciences</p> <p>Inside a crisis pregnancy center</p> <p><i>Sacred marriage: What if God designed marriage to make us holy more than to make us happy?</i></p>	<p>Discussion: Finding and Living Your Vocation(s)</p> <p>Assignment: Developmental Autobiography</p>

Module Week	Topic	Author	Reading	Graded Assignments
7	Middle Adulthood Through Later Adulthood	<p>Santrock, J. W. (2021)</p> <p>Groeschel, B. J. (1983)</p> <p>Armour, M. (2010)</p> <p>Balkin, R. S., Watts, R. E., & Ali, S. R. (2014)</p> <p>Hicks-Pass, S. (2009)</p> <p>Mayer, L. S. McHugh, P. R. (2016)</p>	<p><i>Life-span development</i>, Chapters 15-16</p> <p><i>Spiritual passages: The psychology of spiritual development</i>, Chapter 4</p> <p>Meaning making in survivorship: Application to Holocaust survivors</p> <p>A conversation about the intersection of faith, sexual orientation, and gender: Jewish, Christian, and Muslim Perspectives</p> <p>Corporal punishment in America today: Spare the rod, spoil the child? A systematic review of the literature</p> <p>Sexuality and gender: Findings from the biological, psychological, and social sciences</p>	<p>Discussion: Serving Others</p> <p>Assignment: Older Adult Interview Project: Part III: Older Adult Interview Presentation</p>

Module Week	Topic	Author	Reading	Graded Assignments
8	Late Adulthood and Growth Through Reflection	<p>Santrock, J. W. (2021)</p> <p>Groeschel, B. J. (1983)</p> <p>United States Conference of Catholic Bishops. (2014)</p>	<p><i>Life-span development</i>, Chapters 17-20</p> <p><i>Spiritual passages: The psychology of spiritual development</i>, Chapter 5</p> <p><i>Assisted suicide and euthanasia: From voluntary to involuntary</i></p>	<p>Discussion: What Makes for Flourishing?</p> <p>Major Assessment: Final Exam</p>

Module Week	Topic	Author	Reading	Graded Assignments

VIII. REFERENCE LIST

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