

Providence Theological Seminary

CP 5102/EM5102 *Human Development*

Fall 2011 Tuesday Mornings 8:30-11:05 am. Otterburne Campus:

Syllabus

Professor: Melanie Thiessen., MA in Counselling Psychology; **D.Min** in Marriage and Family Counselling

**** Professor will strive to respond to students within two business days between Tuesdays and Fridays (except for periods of time when I am out of the office)**

****Contact Information:** melanie.thiessen@prov.ca
Wed to Friday at Turning Point Counselling (204-669-4290)

Course Syllabus

Course Description:

This course is an introduction to human development across the lifespan, from pre-natal development through childhood, adolescence, adulthood, and old age. Course content will focus on physical, social, cognitive, and personality development and its implication for counseling and psychotherapy. In addition, spiritual development will be discussed, with an attempt to integrate it with other aspects of human development.

Course Objectives:

1. Demonstrate knowledge of current theory, research, and practical/clinical application of human development concepts.
2. Demonstrate ability to reflectively integrate spirituality and Christian faith concepts into course material.

Required Textbook:

Ivey, Allen E., Ivey, Mary Bradford; Myers, Jane E., Sweeney, Thomas J. (2005). *Developmental Counseling and Therapy Promoting Wellness over the Lifespan* (1st ed.). Scarborough, ON: Nelson

Required Readings and/or videos:

Additional assigned chapters and articles will be put on hold in the library or sent to student.

Course Requirements:

Course Work:

A. Reading and Assignment Log: For Text: *Developmental Counselling and Therapy*

The reading and assigned exercises in this text are important for in class discussion and role plays.

These need to be completed by 8:30 of the day of class. The work in this text, if done well, will prepare you for the other assignments.

At the end of each chapter there is a Portfolio reflection. These need to be typed separately (you may use a combination of paragraphs and point form).and turned in at the beginning of each class. Please bring two copies, one for yourself and one for the professor. Students will be assigned group application exercises for chapters throughout the semester.

Your text/workbook with filled in Assignment Log will need to be turned in at some point in the semester.

Due Date: As Assigned: (Portfolio Answers: each week when a Chapter is assigned. Logs: turned in Dec 13, 2011)

Grade Value: 25 points

B. Required Readings/Video Log: As Assigned.

Generate one discussion questions each week from the readings/and/or video to be brought to class for small group discussion.

Due Date: As Assigned (Log Sheet: Turned Dec 13, 2011)

Grade Value: 10 points

C. Developmental Journey:

Examine a period of middle adulthood and choose an event or person or time you consider to be particularly formative of your psycho-spiritual development. How did this experience influence your psychological and spiritual growth? How is this experience similar to and/or different from psychological theories and faith development theories (e.g. Fowler) espoused regarding this particular life stage. (5-7 pages maximum)

Due Date: Nov 8, 2011

Grade Value: 25 points

D. Life Span Assessment Interview: Assessment, Case Conceptualization and Treatment Plan/or Educational Strategy

The purpose of this paper is to integrate an individual's personal developmental history with the psychosocial dynamics discussed class and your readings. The first part of the paper will be a biography that describes personal life experiences of your interviewee in a developmental context. Your interview will form your written case study in which you will then:

Counselling student's

1. Conceptualize the case using the developmental approach to therapy (Chapter 1-3)
2. Provide a preliminary developmental assessment (Chapter 4)
3. Lay out a developmental intervention and strategies, both psychological and spiritual (Chapter 5, 13)

Education/Ministry Student's

1. Conceptualize the case using the developmental approach to therapy (Chapter 1-3)
2. Provide a preliminary developmental assessment (Chapter 4)
3. Lay out a educational strategy to promote both psychological and spiritual growth.

To complete this Assignment, you will need to find a volunteer subject for the assessment (no immediate family members and not a relative). The person will need to be at least 55 years old and willing to spend a number of hours with you, providing you with a detailed account of their life story. Consent forms will need to be signed. (Maximum 8-10 pages, plus copies of interview questions and answers)

Date Due: December 6, 2011

Grade Value: 25 Points

E. Reflective/Integrative Essay

You will be moving from theory into practice.

After finishing: the course - Chapter 14 in the text - all the readings and assignments - Appendix 5 on page 423

Reflect on what you have learned about yourself, developmental approaches, and how this will inform your work with clients and/or your ministry context. (Maximum 4 pages).

Date Due: December 13, 2011

Grade Value: 15 points

Additional Notes:

- All assignments must have your student mailbox number.
- All papers must be free of grammatical and spelling errors, and reflect Master-level scholarship.
- Assignments must be turned in **hard copy** on the date they are due. Deductions will be given to late assignments (1 point) up to 5 points. Please inform the professor if you will not be turning in an assignment on time.
 - Extensions will generally not be granted unless there are extenuating circumstances. Students need to contact the professor prior to the assignment due date for extension consideration.
 - **Important Note:** Extensions past **December 16, 2011** need to be requested through the registrar's office with the required extension form and fee paid by **December 9, 2011** one week before the end of the semester.
- Class will start on time and end on time. Students are asked to make every effort to be in class at the appointed times in order to facilitate role plays and discussions.

Seminary Grading Criteria.

- A** Outstanding work: superior achievement of course objectives. This grade in effect says that the work could not be improved by any great margin
- B** Designates good work, commendable achievement of course objectives. This is the standard grade for work that is well done (although there is the implication that it is not outstanding).
- C** Designates acceptable work, satisfactory achievement of course objectives (there is the implication that, while this is acceptable, there is much more that could have been done).