

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 562 ADVANCED HUMAN DEVELOPMENT I**

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Fall 2004
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COURSE DESCRIPTION

This advanced course surveys development across the life span. Emphasis will be on key issues of human development from birth to early adolescence. Significant theories of personality, physical, cognitive, emotional, moral, social, and spiritual development will be studied with special emphasis on key theorists. The aim is to assist the student in conceptualizing human development as a framework for understanding the human condition and providing effective interventions. The course will assist the Christian minister and practitioner with deeper understanding of the people to whom they minister.

OBJECTIVES

By the end of this class the student will:

1. Understand the life-span perspective
2. Identify the most important developmental processes and periods
3. Describe basic developmental issues
4. Be familiar with theories of life-span
5. Be aware of the evolutionary perspective of development
6. Describe genetic foundations of development
7. Identify reproductive challenges
8. Explain environment-heredity interaction
9. Describe prenatal development
10. Discuss the birth process
11. Describe changes that occur in the postpartum period
12. Discuss physical growth and development in infancy
13. Describe an infant's motor development
14. Explain sensory and perceptual development in infancy
15. Summarize Piaget's theory of infant development
16. Describe how infants learn and remember
17. Explain language development
18. Discuss emotional and personality development in infancy
19. Describe how attachment develops in infancy
20. Explain how social contexts influence the infant's development
21. Identify physical changes in early childhood
22. Describe Piaget's preoperational stage and information processing
23. Discuss emotional and personality development in early childhood
24. Explain the family's role in child development
25. Describe physical changes and health in middle and late childhood

26. Identify childhood disability
27. Explain cognitive changes in middle and late childhood
28. Discuss language development in middle and late childhood
29. Discuss emotional and personality development in middle and late childhood
30. Describe parent-child issues and societal changes in families
31. Identify changes in peer relationships in middle and late childhood
32. Discuss the nature of adolescence
33. Describe pubertal changes and adolescent sexuality

0.0.1 TEXTBOOKS

Santrock, J. (2002). *Life-span development*. Boston: McGraw-Hill

RECOMMENDED BOOKS

Carter, B. & McGoldrick, M. (1999). The expanded family life cycle. 3rd Ed. Boston:
Allyn and Bacon.

Thomas, R. (1990). *Counseling and life-span development*. Newbury Park
California: Sage Publication.

COURSE REQUIREMENTS

I. **Write a review** of the literature dealing with one of the following topics:

- a. Infertility, miscarriage and stillbirth
- b. Post abortive experiences
- c. Adoptive processes and parenting
- d. Teen pregnancy and parenting
- e. Expectant parents—prenatal period through birth
- f. Parenting infants—birth through 18-24 months
- g. Parenting children—2-5 years
- h. Parenting children—6-11 years
- i. Parenting adolescents—10-12 years

Review of the literature—12—20 sources (10-15 journal articles, 1-3 books, 1-2 web sites) 12—15 pages

An introduction which lays out the plan for the review
Logical division of topic presentation

II. **Create a chart** depicting physical changes which occur during the first five developmental stages presented in the photographs on page 21 of Santrock 9th. The chart can be artsy and creative, in ink or paint (or other media) it will be turned on standard poster board measuring

III. **Attendance** will be taken at each class period and be entered into the grade book as follows:

0-1 Absence s	A
2	B
3-4	C
5	D
Over 5	F

Three tardies equal one absence

IV. **Participation**

This will be a subjective grade given at the discretion of the professor.

V. **Final Comprehensive Examination**

GRADING PROCEDURE

Literature review	25%
Chart	25%
Attendance	25%
Final Examination	25%
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Total	100 %

Special notes on written work:

1. NEVER USE YOUR NAME ON PAPERS SUBMITTED FOR THIS CLASS. Put only your AGTS student I.D. number and AGTS P.O. Box number on your paper
2. Title and reference pages will comply with APA 5th Style Manual
3. Spelling, grammar and proper English usage will be checked
4. Wrong information or incomplete information will be checked
5. Late papers will be discounted one full grade per weekday.

6. If your paper is late it must be stamped and initialed by the faculty secretary, counseling program secretary, academic dean's secretary or the security guard. Do not put papers under my office door.

METHODOLOGY

This class will be conducted as a seminar. Each student will contribute from the readings and other independent studies and readings. Video tapes, small groups and role-play may be employed. The instructor will lecture and provide supplementary materials during the discussions to add to the student's familiarity with the fields of development, counseling and psychotherapy.

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