

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 563 Advanced Human Development II

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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 adolescence to old age. 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.

COURSE OBJECTIVES

At the conclusion of this course the student will be able to:

1. Identify major physical developmental changes of adolescence, and relate these to psychological changes.
2. Compare and contrast Piaget's views about concrete and formal operational thought.
3. Explain the concepts of adolescent egocentrism, imaginary audience, and personal fable.
4. Include at least two original examples of each in your response.
5. Explain Marcia's four identity statuses, and indicate specific life events that would channel personality toward each of the four identity statuses.
6. Explain the relationship between attachment and autonomy, and evaluate the claim that secure attachment promotes personal adjustment.
7. Explain the concepts of assimilation and pluralism. Relate these concepts to value conflicts.
8. Compare and contrast the transition to college with the transition to middle school.
9. Compare and contrast two approaches to adult cognitive development
10. Explain Csikszentmihalyi's theory.
11. Describe the continuities and discontinuities from childhood to adulthood.

12. Explain Sternberg's triangular theory of love.
13. Compare and contrast the relationship between gender issues women and men's development.
14. Define middle age, and explain its changing nature.
15. Compare the physical changes that occur in middle adulthood to the physical changes that occur in early adulthood.
16. Define and distinguish between Type A behavior, Type B behavior, and hardiness, and explain the relationship between these personality factors and health.
17. Compare and contrast two of the theories of personality development in middle age.
18. Evaluate whether midlife entails a crisis in development according to each of the adult stage theories.
19. Explain whether middle age is a universal or culturally-specific concept.
20. Define and distinguish between life expectancy and life span. Also identify factors that influence life expectancy.
21. Explain whether old age is a relatively differentiated or undifferentiated period in life-span development.
22. Summarize the physical changes that occur in late adulthood with respect to the brain, sensory capacities, circulatory and respiratory systems, and sexuality.
23. Define and distinguish between cognitive mechanics and cognitive pragmatics, and draw conclusions about changes in each during late adulthood.
24. Identify and explain changes in memory in late adulthood.
25. Describe the similarities and differences between dementia associated with Alzheimer's disease, multi-infarct dementia, and Parkinson's disease.
26. Describe the tasks and themes of personality development during late adulthood.
27. Compare and contrast three socioemotional theories of aging.
28. Discuss the diversity of grandparenting functions and roles.
29. Distinguish between active and passive euthanasia, and indicate which type of euthanasia best characterizes the activities of Dr. Jack Kevorkian.
30. Provide at least two examples of practices that indicate death acceptance and death

avoidance.

31. Explain how death might be defined and perceived by individuals at different stages of life-span development such as preschoolers, elementary school children, adolescents, and young, middle aged, and older adults.

REQUIRED TEXTBOOK

Santrock, J. (2002). *Life-span development 9th Ed.* Boston: McGraw-Hill.

RECOMMENDED BOOKS

Carter, B. & McGoldrick, M. (1989). *The expanded family life cycle.* Boston:

Allyn and Bacon.

Fisher, C. & Lerner, R. (1994). *Applied developmental psychology.* New York: McGraw-Hill.

Johnson, H. (1998). *How do I love me? 3rd Ed.* Salem, WI: Sheffield, Publishing.

PROPOSED COURSE READING AND EXAMINATION SCHEDULE

January 7 Course introduction

January 9 Chapter 12, The Nature of Adolescence, Puberty and Sexuality

January 14 Chapter 12, Adolescent, Problems, Health, Cognition, and Schools

January 16 Chapter 13, Self esteem and Identity

January 21 Chapter 13, Families and Peers,

January 23 **Essay examination Chapters Twelve and Thirteen**

January 28 Chapter 14, Transition from Adolescence to Adulthood and Physical Development

January 30 Chapter 14, Sexuality and Cognitive development

February 4 Chapter 15, Continuity and Discontinuity from Childhood to Adulthood and
Attraction and Love

February 6 Chapter 15, The Diversity of Adult lifestyles and Gender, Relationships, and Self-Development

February 11 Essay examination Chapters 14 and 15

February 13 Chapter 16, Changing Middle age and Physical Development

February 18 Chapter 16, Cognitive Development; Careers, Work, Leisure, Religion and Meaning in Life

February 20 Chapter 17, Personality Theories, Development, Stability and Change

February 25 Chapter 17, Close relationships, Chapter 18, Longevity

February 27 Examination, Chapter 16 and 17

March 1-5 Spring Break--No classes

March 10 Chapter 18, the Course of Physical Development in Late Adulthood and Health

March 12 Chapter 19, Cognitive Functioning in Older Adults, Work and Retirement

March 17 Chapter 19, Mental Health and Religion

March 19 Examination, Chapter 18 and 19

March 24 Chapter 20, Theories of Socioemotional Development, the Self and Society

March 26 Chapter 20, Families, Social Relationships, Ethnicity, Gender and Culture

March 31 Chapter 21, Defining Life/Death Issues, Death, Sociohistorical and Cultural Contexts

April 2 Chapter 21, A Developmental Perspective on Death, Facing One's Own Death, Coping with the Death of Someone Else

April 7 Examination Chapters 20 and 21

April 14 Senior Adult Guests

April 16 Senior Adult Guests

FINALS

COURSE REQUIREMENTS

Examination 1, Chapters 12 and 13
 Examination 2, Chapters 14 and 15
 Examination 3, Chapters 16 and 17
 Examination 4, Chapters 18 and 19
 Final Examination, Chapter 20 and 21

GRADING PROCEDURE

4 essay examinations	20% each or 80%
<u>Final essay examination</u>	<u>20%</u>
Total	100 %

METHODOLOGY

This class will be conducted as a seminar. Each student will contribute from the readings and other independent studies and readings. Videotapes, 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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- Bowlby, J. (1969). *Attachment*. New York: Basic Books.
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- Capps, D. (1983). *Life cycle theory and pastoral care*. Philadelphia: Fortress Press.
- Cath, S. H., Gurewitt, A. R. & Ross, J. M. (Eds.). (1982). *Father and child: Development and clinical perspectives*. Boston: Little Brown.

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- Lyon, K. B. (1985). *Toward a practical theology of aging*. Philadelphia: Fortress Press.
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- Parks, S. (1986). *The critical years: The young adult search for a faith to live by*. San Francisco:
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