

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

*Monday, 1:30 -4:15*

Melody Palm, Psy.D.  
AGTS Office 268-1071  
Counseling Secretary: 268-1085

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*e-mail* [mpalm@agseminary.edu](mailto:mpalm@agseminary.edu)

**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. Describe the life-span perspective
2. Identify the most important developmental processes and periods
3. Describe basic developmental issues
4. Give examples of the different theories of life-span
5. Summarize 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. Examine the birth process
11. Describe changes that occur in the postpartum period
12. Describe physical growth and development in infancy
13. Classify 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. Give examples of 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

### **TEXTBOOKS**

Kimmel, T. (2004). *Grace based parenting*. W. Publishing Group.

Santrock, J. (2006). *Life-span development*. 10<sup>th</sup> Edition, Boston: McGraw-Hill

### **RECOMMENDED BOOKS**

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

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

### **METHODOLOGY**

The Course will consist of didactic lectures, videos, discussion of the assigned text and supplemental readings, small group participation, and class demonstrations that may involve role-playing.

### **COURSE REQUIREMENTS**

1. **Reading:** Completion of all assigned reading. Students are expected to have read the assigned readings prior to class discussion. (*You are strongly advised not to fall behind on the reading of the text.*)
2. **Attendance,** punctuality, and meaningful participation in class activities. More than one class absence will reduce one's grade. Three tardies count as one absence.
3. **Quizzes**--Each week at the beginning of class there will be a 10 point quiz over the assigned reading from the text. The instructors will drop the lowest 10 pt quiz score, for a total of 120 points possible. Student is not allowed to make up missed quizzes.
4. **Book Critique**-Student will submit a three paged, typed, doubled-spaced reaction paper to the required text, *Grace Based Parenting* by Tim Kimmel. Instructor is

interested in student's opinion of the author's premise, his recommendations and conceptualizations as well as any effect this book may have had on your opinion, thoughts, or beliefs about parenting. Please feel free to state your opinions and/or objections. This is an opinion paper. **This is due October 10<sup>th</sup>.**

5. **Internet Project:** Go to <http://www.queendom.com/tests/iq/index.html> and take the Emotional Intelligence Test, which is based on Daniel Goleman's research. (Remember the four main areas of emotional intelligence he talks about: developing emotional self-awareness, managing emotions, reading emotions, and handling relationship. You will have to register on the site (it is free) before taking the test. After taking the test, answer the seven questions posted on the AGTS site in the professor's class notes on EQ. **This is due November 21<sup>st</sup>.**
6. **Research Project:** Student is to chose one of three research projects options:
  - a). Helping the Challenged Child
  - b). Adolescence in Other Cultures
  - c). or a personal Topic of Interest (Ex. Children & Divorce; spanking, evolution of gender roles, gay and lesbian parents)
 (See directions posted on class notes.) **This is due November 28<sup>th</sup>.**

Paper is to be 8 -10 pages in length. More detailed instructions will be given the first day of class and posted on the class notes page.

7. **Personal Application Project #1:** Consider Your Own Development. (See directions posted on class notes.) **This is due September 12<sup>th</sup>.**
8. **Personal Application Project #2 :** Student is to pick one of the three options for project #2.
  - a). Consider Your Own Moral Development
  - b). Gender Roles
  - c). Your Adolescent Struggles.
 (See directions posted on class notes.) **This is due November 14<sup>th</sup>.**
9. Take two (2) written examinations covering material in the assigned text and lectures. The exams are likely to include both objective and essay questions.

### **GRADING PROCEDURE**

The final course grade will be determined based on combined scores of all quizzes, exams, projects, and paper. Grades will be calculated by dividing the total number of points accumulated by the total possible points. Attendance and class participation will be considered in cases of borderline grades.

Personal Application # 1	50	points
Book Critique	50	“
Personal Application # 2	50	“
Emotional Intelligence Project.	30	“

Research Paper	100	“
Midterm Exam	100	“
Final Exam	100	“
Quizzes	120	“

**TOTAL POINTS POSSIBLE** **600**

It is expected that all work will be completed as scheduled. Papers are due at the beginning of class: **1:30 PM** on the due date. Except in cases of *extreme* emergency, late work will be downgraded one letter grade per day. Final grades will be compiled from the accumulated work. Quality and timeliness of finished work will be considered in the compilation of the final grade.

Due dates are as following:

Personal Application #1	Sept. 12, 2005
Book critique	October 10, 2005
<b>Midterm Exam</b>	<b>Oct. 17, 2005</b>
Personal Application #2	Nov. 14, 2005
Emotional IQ Test	Nov. 21, 2005
Research Paper Due	Nov. 28, 2005
<b>Final Exam</b>	<b>Dec. 12, 2005</b>

**BASIC OUTLINE:** The following is an outline of the sequence of topics to be covered during the term. Students are expected to read the chapters before class so all may participate in discussion of that day's assigned readings. This is a tentative schedule and the instructor reserves the option to revise.

<b><u>WEEK</u></b>	<b><u>DATES</u></b>	<b><u>ASSIGNMENT</u></b>
1	<u>Aug.</u> 29th	Intro to Course, Syllabus, Ch. 1 & 2
2	<u>Sept</u> 5th	----- <i>Labor Day</i>
3	12th	Ch. 2 & 3
4	19th	Ch. 4
5	26 <sup>th</sup>	Ch. 5
6	<u>Oct.</u> 3 <sup>rd</sup>	Ch. 6
7	10 <sup>th</sup>	Ch. 7 <i>Chapel 1:30</i>
8	17 <sup>th</sup>	----- <i>Midterm</i>
9	24th	----- <i>Fall</i>
<i>Break</i>		
10	31st	Ch. 8
11	7th	Ch. 9
12	14th	Ch. 10
13	21st	Ch. 11
14	28th	Ch. 12
15	<u>Dec.</u> 5th	Ch. 13 <i>Chapel 1:30</i>
16	12th	----- <i>Final</i>

**Professional and Ethical Conduct:** Students will conduct themselves in this course as professionals, preparing projects as directed and in a timely manner. They will complete assignments and exam in an ethical manner. Plagiarism, the presentation of another's work as your own, will be considered a serious violation of the Code of Ethics and may result in failure for the course. Research will be developed in consideration of ethical standards for researchers.

**Disability Accommodation:** Any student who because of a disability may need special arrangements or accommodation to meet the requirements of this course is encouraged to see me before or after class to discuss accommodations.

This document is intended to provide a general orientation to the course. The instructors reserve the right to make modifications to the schedule and specific assignments during the semester.

### **SPECIFIC DATA**

Prepared by: Melody Palm, Psy. D. July, 2005

## **BIBLIOGRAPHY**

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