

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. Explain Marcia's four identity statuses, and indicate specific life events that would channel personality toward each of the four identity statuses.
5. Explain the relationship between attachment and autonomy, and evaluate the claim that secure attachment promotes personal adjustment.
6. Explain the concepts of assimilation and pluralism. Relate these concepts to value conflicts.
7. Compare and contrast the transition to college with the transition to middle school.
8. Compare and contrast two approaches to adult cognitive development
9. Evaluate Csikszentmihalyi's theory.
10. Describe the continuities and discontinuities from childhood to adulthood.
11. Summarize Sternberg's triangular theory of love.

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

30. Explain how death might be defined and perceived by individuals at different stages of life-span development, adolescents, and young, middle aged, and older adults.

REQUIRED TEXTBOOK

Galvan, J. (1999). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. Los Angeles, CA: Pyrczak Pub

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.

Rosenthal, H. (2002). *Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination and State Exams, (2nd Ed.)*. NY: Brunner-Routledge;

COURSE REQUIREMENTS

1. Attendance and participation in all scheduled classes periods
2. 8, 10-question quizzes will be given throughout the semester
3. A 15 page literature review paper

GRADING PROCEDURE

Attendance and participation	10%	
8 Quizzes 10% each		80%
Research Paper	10%	
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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.

BIBLIOGRAPHY

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- Fowler, J. W. (1987). *Faith development and pastoral care*. Philadelphia: Fortress Press.
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Lyon, K. B. (1985). *Toward a practical theology of aging*. Philadelphia: Fortress Press.

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Newman, B. & Newman, O. (1987). *Development through life: A psychosocial approach*. (4th ed.). Chicago: Dorsey Press

Nouwen, H. & Gaffney, W. (1976). *Aging: The fulfillment of life*. Garden City, New York: Image Books.

Parks, S. (1986). *The critical years: The young adult search for a faith to live by*. San Francisco:

Rohner, R. (1986). *The warmth dimension*. Beverly Hills, California: Sage.

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