

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP 564 Applied Human Development
(3 Credit Hours)

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Fall 2007

COURSE SYLLABUS

COURSE DESCRIPTION

This advanced course surveys development across the life span. Significant theories of personality, physical, cognitive, emotional, moral, social, and spiritual development will be studied with special attention given to influential theorists. The aim is to assist the student in conceptualizing human development as a framework for understanding the human condition and providing effective interventions.

OBJECTIVES

Upon successful completion of this course, students shall be able to:

1. Describe the lifespan perspective and discuss the various theories of lifespan
2. Identify the most important developmental processes and periods and the major challenges faced at each stage
3. Investigate genetic foundations of development
4. Explain environment-heredity interaction and the family's role development
5. Articulate the psychological tasks associated with end-of-life experiences
6. Relate underlying theory to practice in the conceptualization of human problems

REQUIRED TEXTBOOKS

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

Kubler-Ross, E. (1969). *On death and dying*. New York: Simon & Schuster.

Santrock, J. (2006). *Life-span development*. 11th Edition, Boston: McGraw-Hill.

RECOMMENDED BOOK

American Psychological Association. (2001). *Publication Manual of the American Psychological Association, 5th Edition*. Washington, DC: Author.

METHODOLOGY

The course will be conducted as a seminar in which all students participate and contribute ideas and concepts. The instructor will lecture and students will actively participate in classroom discussion. Additionally, the use of videos, guest presentations, and other

pertinent media may be employed. The student will complete all assigned research, reading and projects in a timely manner.

COURSE REQUIREMENTS

1. **Attendance:** Attend all class meetings. Attendance will be noted and graded according to the guidelines in the student handbook. Students with more than one absence (or equivalent) will receive a reduction of 10% to their final grade. Students with more than two weeks (or equivalent) of absences will not be permitted to pass the course. Active participation in class discussions and projects is required for a successful learning environment.

Fall Study Break: October 22 - 26

Chapel: Monday, October 29, 1:30–2:15 p. m.

2. **Reading:** Completion of all assigned reading. Students will attest to portion of reading completed. Reading schedule will be distributed on first day of class.
3. **Quizzes:** Each week at the beginning of class there will be a 10 point quiz over the assigned reading from the text. The instructor will drop the lowest 10 point quiz score, for a total of 100 points possible. Student is not allowed to make up missed quizzes.
4. **Book Critique:** Student will submit a three-page, typed, doubled-spaced critique to the required text *Grace Based Parenting* by Tim Kimmel. The 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 the student's thoughts or beliefs about parenting.
5. **Book Critique:** Student will submit a three-page, typed, double spaced critique to the required text *On Death and Dying* by Elisabeth Kubler-Ross. The instructor is interested in the student's reaction to the contents of the text and the application of material to life, work, and ministry.
6. **Research Project:** Complete research of a topic relevant to counseling and life-span development. Summarize the research in an 8 to 10 page paper. Research should be conducted using current, scholarly publications from reputable sources. Papers will be typed, double-spaced and properly referenced using the guidelines of the current APA style manual. An average of 2 sources for every page should be the standard rule when estimating the number of resources to include (i. e. 20 sources for 10 page paper). When grading, particular attention will be given to adherence to the style manual, organization and content of paper, grammatical application, intellectual interaction, and summary.
7. **In-Class Assignments:** Students will be expected to participate in in-class assignments as given. Grading will be based upon participation and quality of work.

8. **Exams:** Two written examinations covering material in the assigned text, lectures and discussions will be given. The exams will include both objective and essay questions.

GRADING PROCEDURE

All work is to be completed as scheduled. Each assignment will be given a numerical grade. Points will be deducted from late work at the rate of 10 percentage points for each day they are past due. Assignments submitted more than three business days after the due date will not be accepted unless necessitated by *extreme* emergency and attempt has been made to notify the instructor. Assignments may be submitted in class, via email in Microsoft Word format, or given to the Faculty Secretary. Academic dishonesty will not be tolerated, and any student involved in plagiarism or cheating will receive a failing grade for the course.

Assignments are due at the beginning of class on the due date. Early assignments may be submitted to the faculty secretary to be time-stamped. If you are submitting an assignment via email, use Word format, and be sure to check for a return email confirmation notice to ensure that your email was received. The final course grade will be determined based on combined scores of all quizzes, exams, projects, and papers. Grades will be calculated by dividing the total number of points accumulated by the total possible points. Attendance and class participation will be considered when assessing final grades.

Assigned Reading	5%
Participation/In-class Assignments	5%
Book Critique #1	10%
Book Critique #2	10%
Research Paper	30%
Quizzes	10%
Midterm Exam	15%
Final Exam	15%

SPECIFIC DATA

Prepared by: Angela Reid, Psy. D., LPC, June, 2007