

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
PCP563 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.

OBJECTIVES

Many problems presented for treatment represent issues that can be understood in terms of development.

At the conclusion of this class the student will:

1. think critically about human problems, whether individual or relational, for assessment and treatment planning.
2. be familiar with seminal thinkers in the field of human development; Erikson, Piaget etc
3. think critically about what is meant by “normal” or “optimal” development for the individual or relationship.
4. understand the interplay between developmental theory and direct service delivery.
5. think critically about the varied domains of development, i.e. spiritual, emotional, and physical, etc.
6. think critically about what factors can delay or divert an expected developmental sequence.

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7. think critically about current modes of treatment suitable treatment of pathology and dysfunction for a particular problem at a particular developmental stage.

TEXTBOOKS

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

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

RECOMMENDED BOOKS

Carter, B. & McGoldrick, M. (1989). The changing family life cycle. Boston: Allyn and Bacon.

Sugarman, L. (1996). Life-span development: Concepts, theories and interventions. London: Routledge.

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

COURSE REQUIREMENTS

Examination 1, _____

Examination 2, _____

Paper due _____

Examination 3, _____

Examination 4, _____

Final Examination, see regular seminary final schedule.

GRADING PROCEDURE

4 examinations	16.66% each or 66.64%
1 paper	16.66%
<u>final examination</u>	<u>16.66%</u>
total	100 %

Specific assignments and overall grades will be reduced on the following:

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1. Title and reference pages, if not according to class handout and APA 5th
2. Spelling, grammar and proper English usage
3. Wrong information or incomplete information
4. Late papers will be discounted one full grade per weekday.
5. 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.
6. Put only your AGTS student I.D. number and AGTS P.O. Box number on your paper
7. Excessive tardiness and absenteeism, see student handbook

All papers are to comply with APA 5th Edition Style Manual as well as the following:

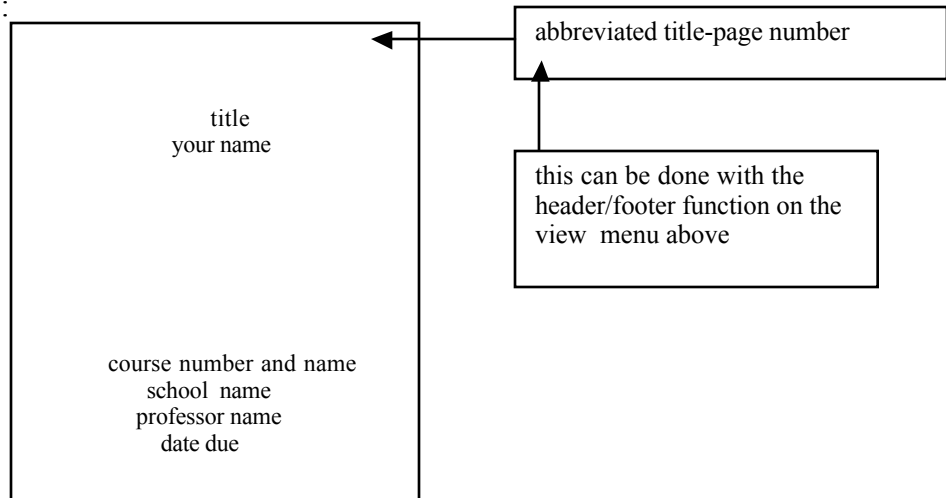
No paper clips—only staples

No notebook binders of any kind

No color – only black ink

Times New Roman –12 pt font only

Title page as follows:



Use the bibliography below as a model for you REFERENCE page

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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- Anderson, R. S. & Guernsey, D. B. (1985). *On being family*. Grand Rapids: Eerdmans.
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- Clarke, J. I. (1978). *Self-esteem: A family affair*. Minneapolis: Winton Press.
- Davitz, J. & Davitz, L. (1979). *Making it: Forty and beyond*. Minneapolis: Winton Press.

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