

# WESTERN SEMINARY SACRAMENTO

## Human Life Span Development

CNS 507M; 3 credit hours

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## SYLLABUS - Fall 2009

### **Course Schedule:**

Sept. 18 & 19; Oct. 9 & 10; Nov. 6 & 7; Dec. 4 & 5. Friday evenings/Saturdays, 6:00pm – 9:30pm, 8:30am – 4:15pm

### **Course Description:**

This course covers human development, including biological, psychological, sociological, and cognitive development from conception to death.

### **Course Goals:**

1. To provide students with a working understanding of human life span development. This understanding will include an ability to identify the strengths and weaknesses for a range of developmental models. Erikson's psychosocial theory will provide the basic structure for the class, with other developmental models being introduced to provide additional or alternative developmental perspectives.
2. For students to identify various diagnostic issues (DSM-IV) that are tied to various stages of development and their implications for treatment.
3. For students to actively integrate their Christian beliefs into their understanding of human development and the psychotherapeutic process.

### **Textbook**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

### **Required Reading:**

Newman, Barbara M. & Newman, Phillip R. (2009). *Development through life: A psychosocial approach* (10<sup>th</sup> ed.). Pacific Grove: Wadsworth Pub. Co. ISBN: 0495553417

### **Supplemental Reading:**

- Bowlby, J. (1951). *Maternal Care and Mental Health*. Geneva: World Health Organization
- Clinton, T. & Sibcy, G. (2006). *Why you do the things you do*. Nashville: Integrity Publishers
- Erikson, E. (1963). *Childhood and society* (2<sup>nd</sup> ed.). New York: W. W. Norton.
- Fowler, J. (1981). *Stages of Faith; The psychology of human development and the quest for meaning*. San Francisco: Harper & Row.
- Gilligan, C. (1988). *Mapping the moral domain: A contribution of women's thinking to psychological theory and education*. Cambridge, MA: Harvard University Press.
- Ginsburg, H. & Opper, S. (1969). *Piaget's theory of intellectual development an introduction*. Englewood Cliffs: Prentice-Hall.
- Kubler-Ross, E. (1969). *On death and dying*. New York: Simon & Schuster.
- Rizzuto, A. (1979). *The birth of the living God: A psychoanalytic study*. Chicago: The University of Chicago Press.

### **Course Requirements:**

1. Completion of all required reading. (10% of grade) Reading of the text to be completed at the mastery level (7% of grade). In addition, 450 pages of supplementary reading is required from the supplemental reading list (3% of grade).
2. Attendance and participation in class discussion. Since discussion is a key component of the class, absences will affect grade unless excused by the instructor. (10% of grade)
3. Tests. Three multiple choice and short essay format tests on the reading assignments and classroom lecture/discussion. (20% of grade)
4. Topical paper - A 10 page paper (APA style) covering a particular developmental psychology topic. The paper to include theoretical perspectives, current research, and integrate scripture where appropriate. (40% of grade)
5. Philosophy Paper – A paper (10 pages, APA style) that outlines your personal theory of human development and how this theory integrates with your views/beliefs as a Christian. The paper should address how your beliefs would impact your work with clients who are Christian and those who are not Christian. (20% of grade)

### **Reading:**

Assigned reading is listed in the course outline.

Each assignment should be completed before class session so that you will be able to participate in and benefit from the class discussions.

Reading of the text to be completed at the **Mastery Level** and will be the predominant source for tests. Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours).

Supplementary reading to be completed at the **Familiarity Level**. Reading at this level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour).

***Standards for written work (APA):***

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 6<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

***Library and internet research – Sacramento:***

Information for the paper should be obtained from resources through the library and via the Internet. Appropriate journals addressing both the theoretical and integrative aspects should be consulted. *Do not rely completely on Internet sources or on one book or journal.* Your paper should include several sources. Consider journals such as *Journal of Psychology and Theology* and *Journal of Psychology and Christianity*.

Written assignments are expected to include at least two references of research conducted within the last five years.

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu/sacramento](http://www.westernseminary.edu/sacramento)
- Click the link “Library Services” in the right navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too.

To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### **Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

## Grading (Point Breakdown and Scale)

### Breakdown

Assessment	Percentage	Estimated Completion Time
Reading (text)	7%	27-30 hours
Supplementary Reading	3%	10 hours
Attendance	10%	N/A
Tests	20%	15-21 hours
Topic Paper	40%	15-20
Philosophy Paper	20%	8-10
<b>Total</b>	<b>100%</b>	<b>75-91 hours</b>

### Scale

Grade	Percentage
A+	99-100%
A	95-98%
A-	93-94%
B+	91-92%
B	88-90%
B-	86-87%
C+	84-85%
C	81-83%
C-	79-80%
D+	77-78%
D	74-76%
D-	70-73%

### **Class policies:**

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend three class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus. Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 1/23/10**. (This allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

## **COURSE CONTENT AND SCHEDULE:**

- 09/18/09 Introduction. Development through life and psychosocial theory. Reading: Chapters 1 & 2.
- 09/19/09 Major Theories for Understanding Human Development. Reading: Chapter 3
- 09/19/09 Pregnancy and prenatal development. Reading: Chapter 4.
- 10/09/09 Infancy (birth to 2 years). Toddlerhood (2 to 4 years). Reading: Chapters 5 & 6. **Test #1.**
- 10/10/09 Early school age children (4 to 6 years). Middle school age children (6 to 12 years). Reading: Chapters 7 & 8.
- 10/10/09 Early adolescence (12 to 18 years). Reading: Chapter 9. **Topic paper.**
- 11/06/09 Later adolescence (18 to 22 years). Reading: Chapter 10. **Test #2.**
- 11/07/09 Early adulthood (22 to 34 years). Reading: Chapter 11.
- 11/07/09 Middle adulthood (34 to 60 years). Reading: Chapter 12.
- 12/04/09 Later adulthood (60 to 75 years). Old age (75 to death). Reading: Chapters 13 & 14.
- 12/05/09 Death, Dying & Bereavement. Reading: Chapter 15  
**Final test and turn in philosophy paper.**  
**Supplementary reading due**