

Course: **CO612 M - Normal Human Growth and Development**  
Credit: 3 credit hours  
Semester: Cycle 5 (Spring 2022, March 17<sup>th</sup>-19<sup>th</sup>, 2022)  
Time: Thur (1pm-9pm), Fri (8am-5pm) Sat (8:30am-4pm)  
Instructor: Dr. Jeff Cox (D.Min)

## I. DESCRIPTION

A course designed to trace the normal stages and explore the natural processes of human growth and development (from before birth to old age) on various levels: physical, intellectual, relational, emotional, and spiritual. (Prerequisite: CO601& CO603)

*This course uses a blended model of delivery, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in Canvas. Students wishing to pursue state licensing in the State of Missouri must take the class in person.*

***Note: The State of Missouri requires that classes for licensure be taken synchronously (either in class or Livestream). If you are taking courses for Licensure for the state of Missouri you must be present either in class or Livestream for every class. Failure to do so may result in not meeting requirements for State Licensure in Missouri.***

## II. OBJECTIVES

### A. General competencies to be achieved.

1. The student will be able to identify and explain major states of human development throughout the lifespan. (PLO 1,2)
2. The student will be able to better counsel and minister in regard to problem areas by understanding the cognitive, physical, emotional, and spiritual challenges humans face. (PLO 1, 2, 3)
3. The student will be able to identify the major developmental theorists, explain the basic perspective of their theories, and analyze these theories through the lens of Scripture. (PLO 1, 2, 3, 5)
4. The student will increase in appreciation of the ability and adaptability of human beings, the self-awareness of human needs throughout their aging and changing situations and be amazed at God's awe-inspiring intricate creation of humankind. (PLO 1, 2, 3, 4, 5)

**B. Specific competencies to be achieved.**

1. The student will evaluate his or her own self-awareness and wellness in regard to life-span development (PLO 1, 4).
2. The student will understand how life-span development directly affects the counseling process (PLO 2, 3, 5).
3. The student will understand how different professions utilize life-span development information in their specific disciplines. (PLO 1, 2, 3, 5)

**III. REQUIRED TEXTS/MATERIALS**

Estep, James R. and Kim, Johnathan H. *Christian Formation: Integrating Theology and Human Development*. B&H Academic, 2020. 288 pages. ISBN: 0805448381 (\$25.83)

Santrock, John W. *Life-Span Development, 15<sup>th</sup> Edition*. McGraw-Hill Education, 2014. 768 pages. ISBN: 1259343006 (\$192.60)

**IV. REQUIREMENTS****A. Class Participation (10%)**

Students are expected to engage in discussion or presented topics. Personal involvement during class time is an essential element of active learning and students will be graded accordingly. (GC 1, 2, 3, 4, 5; SC 1 2, 3)

**B. Reading Assignments (10%)**

1. *Christian Formation* is due by March 15th. Students will report completion of reading in writing on Canvass. **Due #####**. (GC 1, 2, 3; SC 2, 3)
2. *Life-Span Development* is due by April 5th. Students will report completion of reading in writing on Canvass. **Due #####**. (GC 2, 3; SC 2, 3)

**C. Written Assignments (35%)**

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*

*All papers must follow APA style according to the revised 7<sup>th</sup> addition unless otherwise stated in the syllabus. For questions please consult the Publication Manual of the American Psychological Association, (6<sup>th</sup> ed., 2<sup>nd</sup> printing) or <http://owl.purdue.edu>.*

Write a 10-page response paper on *Christian Formation*. Students will: (1) explain the thesis of the book; (2) identify their personal top “take-aways” from the book; (3) discuss areas of disagreement with a professional writing style that displays respect and humility (the student should utilize critical thinking when critiquing and not merely quote Scripture); (4) explain how the book will impact change in their personal ministry in the future. #####. (GC 1, 2, 3, 4; SC 2, 3)

#### D. Interviews (45%)

The student will conduct three interviews with three different professionals and prepare a 6-page summarization paper for each interview. The interviews will focus on the life-span development issues that each professional encounters in his or her profession. How does the developmental stage of life realities affect the clients/patients with which the professional works? ##### (GC 1, 2, 3, 4, 5; SC 1, 2, 3)

The summary will include: (1) a short biography on the professional, (2) a history of his or her specific professional context (place of employment), (3) questions prepared by the student, (4) insights gleaned by the student from the interview that pertain to the necessity of understanding life-span development and relating to clients/patients with an understanding of clients/patient’s cognitive, emotional, physical, and spiritual development. (5) In addition, these summaries should contain testimony from professionals regarding how they maintain personal wellness. These summaries do not require APA format.

1. Interview a professional licensed counselor who is certified in play therapy and works with children under the age of 12. **(15%)**
2. Interview a professionally licensed counselor who facilitates premarital counseling with clients in their twenties. **(15%)**
3. Interview a professional nurse or administrator who works in Hospice Care. **(15%)**

#### IV. METHODS

- A. Structured class lectures and discussion
- B. Grading scale according to catalog
- C. Weighting of Course Requirements for Grading
  1. Participation (10%)
  2. Reading Assignments (10%)
  3. Written Assignments (35%)

#### 4. Interviews (45%)

#### D. Late Assignments

Papers turned in one week late will result in a reduction of one letter grade. Papers turned in two weeks late will result in a reduction of two letter grades. No later papers will be accepted.

#### V. **Additional Information**

##### **Bible**

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

##### **Writing Style**

All class papers *must* follow the APA according to the *Publication Manual of the American Psychological Association*, 7th edition.

##### **Disabilities Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

##### **Learning Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.