

**PSY 511**  
**Human Growth and Development**  
Fall 2010  
Thurs. 1-4 PM  
08/25/10 – 12/06/10

Reformed Theological Seminary

*Life can only be understood backwards; but it must be lived forward.*

**Kierkegaard**

## **Instructor**

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## **Purpose**

This course centers on developmental psychology and will provide an overview of the major theories, concepts, and issues of life span development. Life is an ever changing and dynamic process which can be studied and understood as an interaction between story, setting, themes, and the unique issues of each developmental epoch.

## **Objectives**

A successful student in this course will gain a rich appreciation of the nature and needs of people at various developmental levels. This student should...

- Develop a working knowledge of the theories of individual and family development and transitions across the life-span (CACREP 3.a).
- Become familiar with theories of learning and personality development (CACREP 3.b).
- Understand developmental crises including an awareness of one's own strategy for navigating such crises (CACREP 3.c,f).
- Gain an awareness of disabilities, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP 3.d,e).
- Discover strategies for facilitating optimum development and optimum mental health over the life-span (CACREP 3.h).
- Explore clinical, personal, ethical and legal considerations of life span development (CACREP 3.g).

## **Format**

This class will utilize small group activities. Much of your individual grade will be determined by small group work. It is imperative that you

participate in your small group as well as class discussions. The instructor reserves the right to change the class plan, schedule and strategies if the class goals are not being met.

## Requirements

Mid-term	25%
Final	25%
Weekly reaction papers/quizzes	20%
Interview	10%
Attendance & participation & biography	10%
To be Told project	10%

## Academic policies

- Computers are a welcome educational tool and your use of a lap top computer during our class time is encouraged. However, please do not distract yourself or others by using wireless internet to check e-mail or surf the net during our class time. Do not play games on personal computers during class time.
- Late papers lose a half letter grade.
- This class has been designed to meet the CACREP guidelines for developmental psychology. The CACREP guidelines are listed at the end of this syllabus.
- Please retain a personal copy of all of your work.

## Grading Scale

A (100-95)	A- ( 94-93)	B+ (92-91)	B (90-85)
B- (84-83)	C+(82-81)	C (80-77)	C- (76-75)
D (74-70)	F (Below 70)		

## Texts

### Required.....

**The Developing Person Through the Life Span, 6<sup>th</sup> ed.**; Kathleen Strassen Berger, and Richard O. Straub; ISBN: 071679932; 978-0716799337; June

2004. (Any edition 5<sup>th</sup>-7<sup>th</sup> will be acceptable. Used copies of 5<sup>th</sup> and 6<sup>th</sup> edition should be very reasonable by now.)

**To Be Told: God Invites You to Coauthor Your Future;** Dan B. Allender; ISBN: 1578569516; 978-1578569519; November 2006.

**Recommended...**

**The Sacred Journey; A Memoir of Early Days;** Frederick Buechner; ISBN: 0060611839; 978-0060611835; October 1991.

**Telling Secrets;** Frederick Buechner; ISBN: 0060609362; 978-0060609368; April 1992.

**CACREP –**

**3. HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.