"Winebrenner equips leaders for service in God's Kingdom."

Term:

Course: CC5150; Human Growth and Development

Instructor:

Phone:

Email:

Office/Contact Hours:

COURSE DESCRIPTION

This course provides an overview of the various theories of human growth and development throughout the lifespan and their implications for counselors. Genetic/biological, physical, social/cultural, emotional, and intellectual bases of human development are explored. *(3 credit hours)*

COURSE OUTCOMES AND OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. Understand self-care, self-awareness, and self-evaluation strategies for ethical and effective practice **(3.A.11).**
   - Assessment occurs through Theory Reflection Paper and case studies.

2. Understand the role of religion and spirituality in clients' and counselors' psychological functioning **(3.B.11).**
   - Assessment occurs through Theory Reflection Paper and case studies.

3. Identify and theories of individual and family development across the lifespan **(3.C.1).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

4. Understand theories of cultural identity development **(3.C.2).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

5. Understand and apply theories of learning **(3.C.3).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

6. Identify theories of personality and psychological development **(3.C.4).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

7. Understand theories and neurobiological etiology of addictions **(3.C.5).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

8. Recognize structures for affective relationships, bonds, couples, marriages, and families **(3.C.6).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

9. Recognize models of resilience, optimal development, and wellness in individuals and families across the lifespan **(3.C.7).**
   - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

10. Understand models of psychosocial adjustment and adaptation to illness and disability **(3.C.8).**
    - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

11. Recognize the role of sexual development and sexuality related to overall wellness **(3.C.9).**
    - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

12. Identify biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness **(3.C.10).**
    - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

13. Recognize and explain systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness **(3.C.11).**
    - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

14. Understand the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan **(3.C.12)**.
    - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

15. Recognize he effects of crises, disasters, stress, grief, and trauma across the lifespan **(3.C.13)**.
    - Assessment occurs through Theory Reflection Paper, Lifespan Developmental Interview, and final exam.

16. Identify strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions **(5.C.8)**.
    - Assessment occurs through Overview Presentation.

REQUIRED TEXTBOOKS

Kail, R., & Cavanaugh, J. (2022). *Human development: A lifespan view* (9th ed.). Cengage. ISBN 978-0-357-65795-9.

Clinton, T., & Straub, J. (2010). *God attachment: Why you believe, act, and feel the way you do about God.* Howard Books. ISBN 978-1-439-18378-6.

For MACC students only—official writing style is APA format:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN 978-1-433-83216-1.

For MAPT, MDIV, and ICS students only—official writing style is Turabian format:
Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago, IL: The University of Chicago Press, 2018. ISBN 978-0-226-43057-7.

Supplemental Readings will be provided on Populi within the CC 5150 class.

METHODOLOGY

This course employs an integrative and interactive online learning model designed to promote both academic and personal formation. Class sessions meet synchronously via Microsoft Teams on Thursdays from 6:00–9:00 pm and incorporate a blend of lecture, guided discussion, multimedia presentations, and guest speakers to deepen understanding of human growth and development across the lifespan. Students will engage in case studies, reflection papers, and two examinations that assess comprehension and application of developmental theories within a theological and counseling framework. Emphasis is placed on active participation, critical analysis, and collaborative dialogue, encouraging students to connect course concepts with

practical counseling situations. The overall methodology seeks to foster intellectual engagement, professional competency, and spiritual insight in preparation for effective and compassionate clinical practice.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication Manual of the American Psychological Association*, 7th Edition.

1. Overview Presentation: 10 pts.
2. Midterm Theory Quiz   15 pts.
3. Lifespan Development Interview: 15 pts.
4. Case Study on Age Range: 15 pts.
5. Theory Reflection Paper: 15 pts.
6. Final Exam: 20 pts.
7. Participation: <u>10 pts.</u>
   TOTAL =   100 pts.

Participation – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course materials to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Spontaneous assessments may be given as a means to assess student preparedness. As

we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

Theory Reflection Paper (KPI 1) – Reflect on at least 2 developmental milestones in your own experiences in life thus far. Describe the social and cultural context in which your experiences occurred. Analyze or speculate on how these milestones have influenced you and your spiritual growth or will influence you in the future. Draw on and incorporate developmental theories highlighted in class (Piaget, Erickson, Kohlberg, Vygotsky, etc.) in your reflection. The paper should be 4-6 pages with at least 3 references and written in APA 7th ed. format. See grading rubric provided on Populi.

Overview Presentation – Partners will be assigned an overview presentation on one of the topics that will be discussed during the course. Partners will be expected to create a slideshow presentation (or other form of presentation approved by the professor) displaying in depth knowledge on a minimum of three main points of the topic chosen/assigned. The partners will equally discuss (a) the main points and scholarly information on the topic and (b) strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions in the given developmental stage of life. The 15-20 minute presentation will take place at the beginning of class to prepare students for the lecture. Presentation materials must be submitted to the professor prior to the start of that class.

Midterm Theory Quiz (KPI 1) – The midterm theory quiz will measure students' knowledge of various developmental theories that have been covered during the first half of the course. This quiz shall be completed outside of class and completed within the two hour time limit. Permitted accommodations for all students include: open book, open notes.

Lifespan Developmental Interview (KPI 1) – This final paper is a lifespan developmental interview in which you will interview the oldest person you know (hopefully over 65 years old). Interview questions should come from the "Life Interview Questions" (see https://legacyproject.org/guides/lifeintquestions.pdf). Use the interview information to describe the lifespan development of the interviewee. Apply what you have learned throughout the course. The paper should be 7-8 content pages in length and written according to APA 7th edition guidelines. See grading rubric provided on Populi. *This assignment fulfills CACREP standards: 2.F.3.a-g.*
   a. Describe the person and how his/her life reflects the differing stages of lifespan utilizing relevant theories of development (e.g., Erikson, Maslow, Piaget, Kohlberg, Bowlby, etc.).
   b. Explain how hearing and understanding this person's story affected you.
   c. Explain how and why this type of interview could be implemented and utilized by a mental health counselor.
   d. Describe your personal reactions regarding the interview—what did this mean to you?

Case Studies for Age Ranges – Students will work in small groups during class to analyze case studies representing specific stages of human development (e.g., childhood, adolescence, adulthood, late adulthood). Each group will apply key developmental theories and integrate theological and counseling perspectives to interpret the case. This assignment provides an

opportunity to apply course concepts to realistic counseling situations, promote discussion, and strengthen critical thinking. Active participation and collaboration are required. Groups will share a summary of their analysis with the class. Evaluation will be based on depth of insight, application of theory, and engagement in discussion.

Final Examination – The final exam will be a combination of subjective, objective and comprehensive multiple-choice questions. Questions will be taken from texts, articles, class discussions, and presentations. Please contact the instructor if you experience technical difficulties while taking your exam.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings	Assignments Due:
One	Introduction/ Human Development Theories **Sample Overview Presentation**	Human Development Ch 1 Clinton Ch 1-2	--
Two	Biological Foundations Infancy and Early Childhood Learning Theories	HD: Ch 2-4 Clinton Ch. 3	--
Three	Social development in early childhood Attachment Theory **Overview Presentation #1**	HD: Ch. 5 Clinton Ch. 4-5 Populi Article (Bretherton, I., 1992) Populi Article (Mueller, C., 2010)	Overview Presentation #1; Case Study #1 (by end of class)
Four	Cognitive & Physical Development in Middle Childhood Kohlberg's Theory of Moral Development **Overview Presentation #2**	HD: Ch 6 Clinton Ch. 6	Overview Presentation #2; Case Study #2 (by end of class)
Five	Socioemotional Development in Middle Childhood Gender Concepts Discussion	HD: Ch. 7 Clinton Ch. 7-8	--

Six	Adolescence (Part 1) Physical and Cognitive Development in Adolescence **Overview Presentation #3**	HD: Ch. 8 Populi Article (Taormina, R.J., & Gao, J. H., 2013)	Overview Presentation #3; Case Study #3 (by end of class)
Seven	Adolescence (Part 2) Emotional and Social Development Identity Formation	HD: Ch. 9 Clinton Ch. 9	Midterm Theory Quiz
Eight	Adulthood (Part 1) Emerging Adulthood: Cognitive Development and Storied Lives **Overview Presentation #4**	HD: Ch. 10 Clinton Ch 10-11	Overview Presentation #4; Case Study #4 (by end of class)
Nine	Adulthood (Part 2: Relationships)	HD: Ch. 11 Clinton Ch. 12 Populi Article (Day, 2009)	--
Ten	Middle Adulthood: Stress, Practical Intelligence, Personality, The 5 Factor Trait model and Priorities **Overview Presentation #5**	HD: Ch. 12-13 Clinton Ch. 13	Theory Reflection Paper; Overview Presentation #5
Eleven	Later Adulthood Exam Guide	HD: Ch. 14-15 Clinton Ch. 14	Lifespan Development; Interview Due Case Study #5 (By end of class)
Twelve	Dying and Bereavement Review for Final	HD: Ch. 16	--
Final Exam	Final Exam on Populi	--	Final Exam on Populi

WEBSITES

American Counseling Association (ACA)
http://www.counseling.org/

Council for Accreditation of Counseling and Related Education Programs (CACREP):
http://www.cacrep.org

Ohio Counseling Association (OCA)
http://www.ohiocounseling.org/

Purdue Owl APA Writing Assistance
https://owl.english.purdue.edu

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board
https://www.cswmft.ohio.gov/

Additional websites may be added to the class site on Populi

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates "seasick" with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all "present" and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students' attentiveness whether <u>in-person</u> or <u>online</u>.**

Secure Environment
An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions
For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools*: Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy*: Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.

- *Data Backup & Deletion*: Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term
A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure* *balanced* *with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iiames if you have any questions of concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026