"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	**FALL, 2025**
Course Title	**LIFESPAN HUMAN DEVELOPMENT**
Course Code	**COUN 0654 1S**
Date **Time** **Delivery Format**	From SEPTEMBER 11, 2025 to DECEMBER 11, 2025 **Every Thursday** From 6:45 to 9:35PM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Thursdays from 6:45 to 9:35pm.
Instructor	**NOHA-CHRISTINE GUORGUI, PHD, RP** Email : nguorgui@tyndale.ca
Office Hours	Live-streamed office hours following class, or at a separate time by appointment.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course connects current research with real-world application, helping students see how developmental psychology plays a role in their own lives and their clinical work. Students will examine human development across the entire life span. Significant theories and up to date research concerning lifespan development is discussed, with special attention given to influential theorists. Consideration is given to the connection between the biological, cognitive, and socioemotional process of human development from conception to death. The aim is to assist the student in conceptualizing human development as a framework for understanding the human condition and providing effective interventions toward a holistic approach in clinical counseling, and in an ever-changing multicultural society. Discussion will also include the integration of faith and psychology, including timely issues of personal relevance to the student's own developmental pathway.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe the lifespan perspective and evaluate the various theories of development.
2. Evaluate development as it occurs across the three separate overlapping domains.
3. Identify important developmental processes and periods and the major challenges faced at each stage.
4. Discuss the importance of genetic foundations of development.
5. Evaluate the environment-heredity interaction and the family's role in development
6. Elaborate on the psychological tasks associated with end-of-life experience.
7. Deduce how underlying theory relates to practice in the conceptualization of human problems.
8. Apply theories of human development to one stage of your own development and reflect on how you were impacted in the areas of cognitive, social emotional and biological development.

College of Registered Psychotherapists of Ontario (CRPO) Competencies taught in this course:

1.1 Integrate a theory of human psychological functioning.
   a) Integrate knowledge of human development across the lifespan.
   b) Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
   c) Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.

2. Integrate knowledge of human development across the lifespan, in the following aspects:
   - Cognitive development
   - Biological development
   - Socioemotional
   - Moral development
   - Faith development
   - and critically evaluate their contributions to counselling.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Cline, Foster and Jim Fay (2020). *Parenting with Love and Logic*. 3rd Edition, Colorado Springs, CO: NavPress. ISBN 978-1631469060

Kubler-Ross, E. (2014). *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and Their Own Families*. New York: Simon & Schuster. ISBN 978-1476775548

Santrock, J. (2021). *Life-Span Development*. 18th Edition, Boston: McGraw-Hill. ISBN 978-1260571455 (**Note**: Due to the expense of this textbook, earlier editions are acceptable no earlier than the 12th edition.)

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Book Critique #1 – Due October 16:

Student will submit a *three-page*, *typed, doubled-spaced* critique to the required text *Love and Logic* by Foster Cline and Jim Fay. Provide a careful and thorough examination of the ideas and model expressed in the book. Evaluate critically, and do not merely summarize, but rather seek to express the dominant issues and argument of the work. The instructor is interested in student's thoughts of the author's premise, recommendations, critiques, and evaluations as well as any impact the book may have had on the student's thoughts or beliefs about parenting at the various stages of development. (This assignment is related to Outcomes 1, 2, 5 and 7.)

Paper will be graded on the following: *organization; clarity and quality of writing; readability; grammar, demonstrated depth and insight of the material; development of your personal ideas; analytical thought*.

2. Book Critique #2 – Due November 13:

Student will submit a *three-page, typed, double spaced* critique to the required text *On Death and Dying* by Elisabeth Kubler-Ross Provide a careful and thorough examination of the ideas and model expressed in the book. Evaluate critically the relative strengths and any weaknesses of the author's case. Do not merely summarize, but rather seek to express the dominant issues and argument of the work. The instructor is interested in student's thoughts of the author's premise, recommendations, critiques, and evaluations as well as any impact the book may have had on the student's thoughts or beliefs about parenting at the various stages of development. (This assignment is related to Outcome 6.)

Paper will be graded on the following: *organization; clarity and quality of writing; readability; grammar, demonstrated depth and insight of the material; development of your personal ideas; analytical thought*.

3. Applied Personal Development Paper – Due December 4:
   a) Choose a period of your own lifespan development (i.e. early childhood, middle childhood, adolescence, young adult, middle adulthood, etc.) and address significant

biopsychosocial (cognitive, biological and socioemotional) issues within your development during that stage. Please include well-described critical events with detailed life changes and impact. (i.e. view of self, significant relationships, values of life, faith).

b) The student should speak to all three dimensions of development: cognitive, biological and socioemotional – but focus on developing one of the three.

c) Utilizing the material discussed in class and your readings, apply one, or a blend of, developmental theories (Piaget/Vygotsky/Erikson etc.) specifically related to this period of personal development.

d) I am particularly interested in seeing how the student "applies" what they have learned in this course, and to develop their knowledge and ideas into an understanding of a particular stage of the lifespan from a lifespan and biopsychosocial perspective (cognitive, biological, and socioemotional.)

e) Referenced quotations from class readings and lectures are required in this reflection.

f) The paper should be 13-15 pages long.

(This assignment is related to Outcomes 1, 2, 3 and 7)

Paper will be graded on the following: *student's adherence to the APA style; organization; clarity and quality of writing; readability; grammar, demonstrated depth and insight of the material; development of your personal ideas; analytical thought; clarity of ideas, intellectual interaction, and summary.*

4. Midterm Exam – October 30:
Covering material in the assigned text, lectures and discussions including chapters 1 – 10; Study guide will be provided. (This assignment is related to Outcomes 1, 2,3, 4 and 5.)

5. Final Exam (to be scheduled by the Registrar in the exam week)
Covering material in the assigned text, lectures and discussions including chapters 11 – 20; Study guide will be provided. (This assignment is related to Outcomes 1, 2, 3, 5 and 6.)

GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK
All assignments are to be submitted to the course resource page on Moodle. Late papers will be penalized, at the rate of one mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor.

Your work should demonstrate the following characteristics:
• All written assignments should be double-spaced, and without justifying the right-hand margin. Use a 12-point font, Times New Roman, one-inch margins, numbered pages, include a title page and bibliography.
• All papers should adhere to APA formatting. The APA Style Guide is a helpful web site for all questions regarding APA style.

- It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support your position.
- Written work should be free of spelling mistakes, punctuated correctly, adhere to basic rules of grammar, concise, organized with no run-on sentences; use of action words rather than various forms of the "to-be" verb.

Note: For non-psychology/counselling students, Chicago style may be used.

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Book Critique #1	October 16	10%
Book Critique #2	November 13	10%
Personal Development Paper	December 4	30%
Midterm Exam	October 30	25%
Final Exam	TBA	25%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Readings
Session 1 – Sept. 11	Overview of course & requirements Lifespan Perspective The Nature of Development Theories of Development	Syllabus Chapter 1
Session 2 – Sept. 18	Biological Beginnings Genetic Foundations of Development Reproductive Challenges and Choices Nature vs. Nurture	Chapter 2
Session 3 – Sept. 25	Prenatal Development & Birth Physical Development in Infancy	Chapters 3-4
Session 4 – Oct. 2	Cognitive Development in Infancy Socioemotional Development in Infancy	Chapters 5-6
Session 5 – Oct. 9	Physical & Cognitive Development in Early Childhood Socioemotional Development in Early Childhood	Chapters 7-8
Session 6 – Oct. 16	Physical & Cognitive Development in Middle & Late Childhood	Chapters 9-10 ***Book Critique I Due: Love & Logic***

	Socioemotional Development in Middle & Late Childhood	
NO CLASS Oct. 23	***Reading Week***	
Session 7 – Oct. 30	Catch up & Review ***Midterm Exam Chapters 1-10***	Chapters 1 - 10
Session 8 – Nov. 6	Physical & Cognitive Development in Adolescence Socioemotional Development in Adolescence	Chapters 11-12
Session 9 – Nov. 13	Physical & Cognitive Development in Early Adulthood Socioemotional Development in Early Adulthood	Chapters 13-14 ***Book Critique II Due: Kubler Ross***
Session 10 – Nov. 20	Physical & Cognitive Development in Middle Adulthood Socioemotional Development in Middle Adulthood	Chapters 15-16
Session 11 – Nov. 27	Physical & Cognitive Development in Late Adulthood	Chapters 17-18
Session 12 – Dec. 4	Socioemotional Development in Late Adulthood Death Dying & Grieving	Chapters 19-20 ***Personal Development Paper Due***
(To be scheduled by the Registrar)	***Final Exam Chapters 11-20***	Chapters 11-20

V. SELECTED BIBLIOGRAPHY

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Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's Ways of Knowing.* New York, NY: Basic Books.

Brown, J., Dahl, C. M., & Reuschling, W. C. (2011). *Becoming Whole and Holy: An Integrative Conversation about Christian Formation*. Grand Rapids, MI: Baker Academic Press.

Bushnell, H. (1979/1989). *Christian Nurture*. Grand Rapids, MI: Baker Book House.

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

exceptions with permission from professor

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an

assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:
- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board (REB)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

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prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.