

“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.”

Course	HUMAN DEVELOPMENT AND LEARNING COUN 0654 1S
Date and Time	JANUARY 12 – APRIL 13, 2023 THURSDAYS 6:45PM- 9:35PM SYNCHRONOUS ONLINE
Instructor	AVA KATE OLESON, MS, MFT, DMin Email: aoleson@tyndale.ca
Class Information	The classes will be livestreamed on Thursdays 6:45 PM – 9:35 PM. Students may participate in live-streamed office hours following class, or at a separate time by appointment.
Course Material	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. Learn how to access and forward emails to your personal account.

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. *[Approved by APC on May 31, 2022]*

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., David Kessler (2014). *On Death and Dying*. 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 www.stepbible.org – 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](#).

B. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- 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. ASSIGNMENTS AND GRADING

- 1. Book Critique #1 – Due Feb 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 March 16:** 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 April 6:

- 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 – March 2:** 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.)

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Book Critique #1 (Due Feb 16)	10%
Book Critique #2 (Due Mar 16)	10%
Personal Development Paper (Due Apr 6)	30%
Midterm Exam (Mar 2)	25%
Final Exam (to be scheduled by the Registrar)	25%
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted to me via 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.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#) to ensure graduate level quality of writing.

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

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.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

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. 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.

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 (aa@tyndale.ca) before proceeding.

H. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Session 1 - Jan. 12	Overview of course & requirements Lifespan Perspective The Nature of Development Theories of Development	Syllabus Chapter 1
Session 2 - Jan. 19	Biological Beginnings Genetic Foundations of Development Reproductive Challenges and Choices Nature vs. Nurture	Chapter 2
Session 3 - Jan. 26	Prenatal Development & Birth Physical Development in Infancy	Chapters 3-4
Session 4 - Feb. 2	Cognitive Development in Infancy Socioemotional Development in Infancy	Chapters 5-6

Session 5 - Feb. 9	Physical & Cognitive Development in Early Childhood Socioemotional Development in Early Childhood	Chapters 7-8
Session 6 - Feb. 16	Physical & Cognitive Development in Middle & Late Childhood Socioemotional Development in Middle & Late Childhood	Chapters 9-10 Book Critique I Due: Love & Logic
NO CLASS Feb. 23	Reading Week	No Class
Session 7 - Mar. 2	Catch up & Review Midterm Exam Chapters 1-10	Chapters 1 - 10
Session 8 - Mar. 9	Physical & Cognitive Development in Adolescence Socioemotional Development in Adolescence	Chapters 11-12
Session 9 - Mar. 16	Physical & Cognitive Development in Early Adulthood Socioemotional Development in Early Adulthood	Chapters 13-14 Book Critique II Due: Kubler Ross
Session 10 - Mar. 23	Physical & Cognitive Development in Middle Adulthood Socioemotional Development in Middle Adulthood	Chapters 15-16
Session 11 - Mar. 30	Physical & Cognitive Development in Late Adulthood	Chapters 17-18
Session 12 - Apr. 6	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

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Balswick, J., King, P., & Reimer, K. (2016). *The Reciprocating Self: Human Development in Theological Perspective* (2nd ed). Downers Grove, IL: Inter Varsity Press.

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