

## PSY5130 HUMAN GROWTH & DEVELOPMENT

### Reformed Theological Seminary – Orlando

Fall 2022  
3 Credit Hours

#### Instructor

Erin Luginbuhl Burkholder, LMHC, RPT

#### Contact Information

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#### Class meeting time

Thursdays, 9:00 am-12:00 pm

#### Office Hours

By appointment (schedule via email)

#### Course Description

This course centers on human growth and development 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.

#### Course Objectives (Knowledge and Skill Outcomes)

Students will gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- CO1. **Developmental Theories.** Develop a working knowledge of the theories of individual and family development across the life-span (2.F.3.a)
- CO2. **Learning Theories.** Become familiar with theories of learning (2.F.3.b)
- CO3. **Personality.** Become familiar with theories of personality development (2.F.3.c)
- CO4. **Addiction.** Theories and etiology of addictions and addictive behaviors (2.F.3.d)
- CO5. **Biology Factors.** Develop a working knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e)
- CO6. **Systemic and Environmental Factors.** Gain an awareness of systemic and environmental factors that affect human development, functioning, and behavior (2.F.3.f)
- CO7. **Trauma.** Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g)
- CO8. **Differing Abilities.** A general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h)
- CO9. **Resilience.** Gain awareness of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i)
- CO10. **Developmental Treatment.** Developmentally relevant counseling treatment or intervention plans (2.F.5.h)

#### Methods of Instruction

This course will be taught in a traditional classroom format, using lecture, classroom activities, & discussions.

## Assignments (Student Performance Evaluation Criteria)

- A1. Counselors' Guides: Group Project (20%).** Students will be placed in small groups. Each group is responsible for creating a 3-4 page "Reference Guide for Counseling Individuals and Families" on an assigned topic related to childhood development. The instructor will assign groups and topics at the beginning of the course. Each group will be responsible for finding 6-8 research-based peer-reviewed journal articles related to their topic that will serve as the basis for the information in their guide. A sample Reference Guide is available on Canvas. A rubric for this assignment, including description of what should be included, can be found at the end of this syllabus. **Due October 20, 2022 by 11:59pm.** Guides will be briefly presented in class on dates assigned by the professor.
- A2. Reading Quizzes (20%).** Students will be required to complete 5 open-book, reading quizzes on Canvas as per *Course Schedule*. Quizzes cover material from chapters in the Broderick & Blewitt text. The quizzes will consist of 20 multiple choice questions. The quizzes will be available to take on Canvas between Wednesday-Saturday of the week they are due and must be completed by 11:59pm on Saturday evening.
- A3. Final Exam (25%).** A comprehensive, take-home final exam will be given during finals week. The exam will be a case study that will require students to apply concepts from the Broderick & Blewitt text to the life of an individual. Exam will be distributed via Canvas. **Due December 12, 2022 by 11:59pm.**
- A4. Attachment Case Study (25%).** Students will write a 4-5 page case study of a client they have worked with, considering the information presented in the Clinton & Sibcy text. A rubric for this assignment, including description of what should be included in the case study can be found at the end of this syllabus. **Due November 17, 2022 by 11:59pm.**
- A5. Course Reading Discussions (10%).** The Perry and Clinton & Sibcy texts will be the basis for in-depth class discussions. Students will be assigned days to facilitate the class discussions and grades will be assigned based on preparation for facilitation, as well as participation in the discussions facilitated by classmates. Details for facilitation will be distributed in class and on Canvas.

## Required Materials:

- M1. Broderick, P., & Blewitt, P. (2019). *The life span: Human development for helping professionals (5<sup>th</sup> ed.)*. Pearson. ISBN-13: 978-0135227763
- M2. Perry, B., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook--What traumatized children can teach us about loss, love, and healing (3<sup>rd</sup> ed.)* ISBN-13: 978-0465094455 [Please get the most recent edition.]
- M3. Clinton, T., & Sibcy, G. (2009). *Attachments: Why you love, feel, and act the way you do*. ISBN-13: 978-0785297376

## Supplemental Materials (optional):

- M4. Woods, A. G., Mahdavi, E., & Ryan, J. P. (2013). Treating clients with Asperger's syndrome and autism. *Child & Adolescent Psychiatry & Mental Health*, 7, 32. doi: 10.1186/1753-2000-7-32.
- M5. Ray, D. C. (2015). *A therapist's guide to child development: The extraordinarily normal years*. Rutledge. ISBN-13: 978-1138828971
- M6. Axline, Virginia M. (1964). *Dibs in Search of Self*. Random House. ISBN-978-0345339256

## Course Process and Schedule

The lecture portions of this course will be taught once weekly for three hours. It is important that you be prepared when class begins. **Assigned readings must be completed prior to the start of class.** This schedule is subject to change at the instructor's discretion. Changes will be announced via Canvas and in class.

Lecture ID	Date	Topic	Reading Due	Assignments Due (due by 11:59pm)	CACREP 2016 Standards
L1	8/25	1. Organizing Themes in Development	Broderick & Blewitt, Ch. 1		2.F.3.a, b
L2		2. Genetics, Epigenetics, and the Brain	Broderick & Blewitt, Ch. 2		2.F.3.e, f
L3	9/1	3. Cognitive Development in the Early Years	Broderick & Blewitt, Ch. 3		2.F.3.a,d,h,i
L4		4. Emotional & Social Development in the Early Years	Broderick & Blewitt, Ch. 4		2.F.3.f
L5	9/8	5. The Emerging Self & Socialization in the Early Years	Broderick & Blewitt, Ch. 5		2.F.3.a,e,i
L6		<i>Counseling Considerations in the Early Years</i>	Perry, Chs. 1-2	Quiz 1: The Early Years (Chs 3-5)	2.F.5.h
L7	9/15	6. Realms of Cognition in Middle Childhood	Broderick & Blewitt, Ch. 6		2.F.3.a,e,f,i
L8		7. Self & Moral Development: Middle Childhood Through Early Adolescence	Broderick & Blewitt, Ch. 7		2.F.3.f
L9	9/22	8. Gender & Peer Relationships: Middle Childhood Through Early Adolescence	Broderick & Blewitt, Ch. 8		2.F.3.a,e,f,i
L10		<i>Counseling Considerations in Middle Childhood</i>	Perry, Chs. 3-4	Quiz 2: Middle Childhood (Chs 6-8)	2.F.5.h
L11	9/29	9. Physical Cognitive, and Identity Development in Adolescence	Broderick & Blewitt, Ch. 9		2.F.3.a,e,i
L12		<i>Counseling Considerations in Adolescence</i>	Perry, Chs. 5-6		2.F.5.d,h
L13	10/6	10. The Social World of Adolescence	Broderick & Blewitt, Ch. 10		2.F.3.a,f,i
L14		<i>Counseling Considerations in Adolescence</i>	Perry, Chs. 7-8	Quiz 3: Adolescence (Chs 9-10)	2.F.5.h
	10/13	<b>Reading Week</b>			
L15	10/20	Guest Speaker: TBD	Readings on Canvas		2.F.3.a,f,h,i
			Perry, Chs. 9-10	Counselor Guides due (by 11:59pm)	2.F.5.h

Lecture ID	Date	Topic	Reading Due	Assignments Due (due by 11:59pm)	CACREP 2016 Standards
L16	10/27	11. Physical and Cognitive Development in Young Adulthood	Broderick & Blewitt, Ch. 11		2.F.3.a,d,e,i
L17		<i>Counseling Considerations in Young Adulthood</i>	Perry, Chs. 11-12		2.F.5.d,h
L18	11/3	12. Socioemotional and Vocational Development in Young Adulthood	Broderick & Blewitt, Ch. 12		2.F.3.a,d,e,f,i
L19		<i>Counseling Considerations in Young Adulthood</i>	Clinton & Sibcy, Chs. 1-3	Quiz 4: Young Adulthood (Chs 11-12)	2.F.5.h
L20	11/10	13. Middle Adulthood: Cognitive, Personality, and Social Development	Broderick & Blewitt, Ch. 13		2.F.3.a,e,f,i
L21		<i>Counseling Considerations in Middle Adulthood</i>	Clinton & Sibcy, Chs. 4-6		2.F.5.h
L22	11/17	14. Living Well: Stress, Coping, and Life Satisfaction in Adulthood	Broderick & Blewitt, Ch. 14		2.F.3.a,c,d,f,i
L23		<i>Counseling Considerations in Adulthood</i>	Clinton & Sibcy, Chs. 7-9	Attachment Case Study (due by 11:59pm)	2.F.5.h
	11/24	<b>Thanksgiving Holiday</b>			
L24	12/1	15. Gains and Losses in Late Adulthood	Broderick & Blewitt, Ch. 15		2.F.3.a,e,f,i
L25		<i>Counseling Considerations in Late Adulthood</i>	Clinton & Sibcy, Chs. 10-12	Quiz 5: Middle & Late Adulthood (Chs 13-15)	2.F.5.h
	12/12	Final Exam		Due by 11:59pm	2.F.3.a,b,c,d,e,f,h,i

## Policies and Important Information

**APA-Style.** Unless otherwise noted, all written work must conform to American Psychological Association (APA) style, 7<sup>th</sup> edition. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available. Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the PsychARTICLES Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following instructions emailed to you (including a username and password).

**Submission of work.** All assignments should be submitted via Canvas.

**Grading Scale:**

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

**Attendance Policy:** Regular attendance is expected and required. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation:** Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

### Scoring Rubric: Counselor Reference Guide

Component	Expectation	Points Awarded
<b>Glossary of Terms</b>	Include definitions of terms and abbreviations that are frequently referenced in the academic literature related to your topic.	___ / 10 max pts
<b>Impact</b>	Describe the impacts of the issue on individuals, couples, and families, <u>base this information on the research articles consulted</u> for your topic.	___ / 20 max pts
<b>Possible Client Issues</b>	Based on the research, what specific issues should counselors be aware of when treating clients facing this issue? What developmental considerations should be considered in treatment?	___ / 10 max pts
<b>Effective Interventions</b>	What has research shown to be effective in helping clients facing this issue? What developmental considerations should be considered in treatment? What are the best treatment options if the client or family needs counseling?	___ / 20 max pts
<b>Resources for Clients</b>	List resources that would be helpful to clients facing this issue (support groups, websites, books, local organizations, podcasts, etc.).	___ / 10 max pts
<b>Annotated Reference List</b>	Include annotated bibliography for counselors. Included 6-8 peer-reviewed, academic articles and/or books, no more than 10 years old. References presented in APA style (7 <sup>th</sup> ed). Brief annotations (3-4 sentences) describe the resource and when/why it might be helpful to counselor.	___ / 20 max pts
<b>Style &amp; Presentation</b>	Guide should be 3-4 pages in length, organized and presented in a way that is user-friendly and makes information easy to find. Consider using graphics, tables, and formatting that will make your guide easy to read. Save as PDF before submitting on Canvas.  Prepare a 6-8 minute presentation for the class, covering the main points of your guide.	___ / 10 max pts
<b>TOTAL POINTS</b>	<b>Total Points:</b>	___ / 100 pts

### Scoring Rubric: Attachment Case Study

Choose an individual client from your current or recent case load in your internship. Write a 4-5 page case study considering the attachment history of this client, in light of the assigned Clinton & Sibcy text. Use the rubric below to organize your paper. // Note: Either use a pseudonym or first initial to refer to client. Avoid all personally identifiable information (name of employer, name of church, name of spouse, etc.).

Component	Expectation	Points Awarded
<b>Client Demographics</b>	Give a brief (1-2 paragraph) overview of important information about client. This should include: (1) Age, race, gender, (2) Family information / background, (3) Education/employment, (4) How client presents himself or herself, (5) General impressions of the client, (6) Client's strengths and level of functioning, (7) Presenting problem(s), and (8) additional data pertinent to working with this client (e.g., cultural aspects, sexual orientation, spirituality, physical/intellectual limitations, etc.)	___ / 10 max pts
<b>Summary of Counseling History</b>	Give a brief (1-2 paragraph) overview of the client's psychiatric and counseling history. <ul style="list-style-type: none"> <li>How long has the client been in counseling at the clinic? Have they seen other counselors in the past (if so, for what reasons)? Have they seen a psychiatrist? Has a doctor prescribed any psychotropic medications?</li> <li>What progress has the client made through the course of treatment thus far?</li> </ul>	___ / 10 max pts
<b>Developmental Factors &amp; Case Conceptualization</b>	<ul style="list-style-type: none"> <li>What emotional, mental, behavioral, and/or relational symptoms does the client currently exhibit?</li> <li>What biological, neurological, and physiological factors may have impacted the client's development, functioning, and behavior over the course of their life.</li> </ul>	___ / 10 max pts
<b>Attachment History &amp; Attachment Styles</b>	Using the attachment styles presented in the Clinton & Sibcy text (chapters 1-7, 2009 edition), describe your client's attachment history and current attachment style(s). Consider: <ul style="list-style-type: none"> <li>Attachment injuries experienced by client (p.40)</li> <li>Pathways to attachment style (see p.64-67, 85-87, 101-106, 131-132)</li> <li>"Shades" of attachment styles (see p. 67-72, 87-93) and effects / characteristics of attachment styles (p.117-122, 138-144)</li> </ul>	___ / 20 max pts
<b>Impact of Attachment Style</b>	Using the information presented in the Clinton & Sibcy text (chapters 8-11, 2009 edition): Reflect on how the client's attachment style currently plays out in at least 2 of the following categories in their life: (1) Relationship with God, (2) Emotional Regulation, (3) Dating & Marriage Relationships, and (4) Parenting.	___ / 20 max pts
<b>Attachment Oriented Treatment Goals</b>	Based on the Clinton & Sibcy text, develop 2-3 attachment-oriented treatment goals for your client. (These may be presented in a list, as they would be in a treatment plan). Then write a narrative paragraph describing what movement towards secure attachment would look like for this client and how the counseling process can help the client reach these goals.	___ / 15 max pts
<b>Paper Format &amp; Writing Quality</b>	A well-written paper that meets graduate-level expectations. Paper meets 4-5 page limit (not including title or reference pages). <b><i>Appropriate APA style headings used throughout in order to guide reader.</i></b> Submitted on time. (5 points deducted for each day late.)	___ / 15 max pts
<b>TOTAL POINTS</b>	<b>Total Points:</b>	___ / 100 pts

## Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in earlier sections of this syllabus.

CACREP Standard	Course Objective	Materials	Lecture	Assignments
2.F.3.a	CO1. Developmental Theories	M1. Broderick & Blewitt, 2019. (1-15) M3. Clinton & Sibcy, 2009.	L1-25	A1,2,3,4
2.F.3.b	CO2. Learning Theories	M1. Broderick & Blewitt, 2019. (1, 3, 6)	L3-5	A2,3
2.F.3.c	CO3. Personality	M1. Broderick & Blewitt, 2019. (13)	L4, 8, 11, 20	A2,3,4
2.F.3.d	CO4. Addiction	M1. Broderick & Blewitt, 2019. (10, 14)	L13-15, 22	A2,3
2.F.3.e	CO5. Biology Factors	M1. Broderick & Blewitt, 2019. (2-3,6, 8-9,11)	L2-3,7, 9, 11, 16	A1,2,3,4
2.F.3.f	CO6. Systemic and Environmental Factors	M1. Broderick & Blewitt, 2019. (5, 7-10, 12-15) M3. Clinton & Sibcy, 2009.	L5-6, 8-9, 11, 13, 18, 20, 22	A1,2,3,4
2.F.3.g	CO7. Trauma	M2. Perry, 2017.	L6, 10, 12, 14, 17	A4
2.F.3.h	CO8. Differing Abilities	M4. Woods, et al., 2007.	L2, 6	A2,3
2.F.3.i	CO9. Resilience	M1. Broderick & Blewitt, 2019. (1, 13-14)	L2-25	A1,2,3,4
2.F.5.h	C10. Developmental Treatment	M1. Broderick & Blewitt, 2019. (1-15) M2. Perry, 2017. M3. Clinton & Sibcy, 2009.	L6,10,14,17,19,21,23,25	A1,2,3,4

\* Textbook chapters are denoted in parenthesis





### Course Objectives Related to MAC Student Learning Outcomes

Course: PSY5130 Human Growth & Development

Professor: Erin Luginbuhl Burkholder

Campus: Orlando

Date: Fall 2022

<b>MAC* Student Learning Outcomes</b> <i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<b>Rubric</b> Strong, Moderate, Minimal, None	<b>Mini-Justification</b>
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Moderate	Knowledge of normal human development across the lifespan is needed to be an effective counselor and informs ethics, career development, and advocacy.
<b>Social &amp; Cultural Diversity</b>	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Moderate	Multicultural considerations are included throughout the course, and included within the primary text.
<b>Human Growth &amp; Development</b>	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Strong	This course was designed to be the primary course meeting this student learning outcome.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	Minimal	The modules on adolescents and emerging adults provides important information related to career development.
<b>Counseling &amp; Helping Relationships</b>	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Approaches to working with developmentally specific disorders are discussed.
<b>Group Counseling &amp; Group Work</b>	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	None	None
<b>Assessment &amp; Testing</b>	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	None	None
<b>Research &amp; Program Evaluation</b>	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students learn to evaluate research related to developmental counseling practices.
<b>Clinical Mental Health Counseling</b>	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Moderate	Approaches to working with developmentally specific disorders are discussed.
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Moderate	Integration of biblical and developmental concepts is woven throughout the course
<b>Sanctification</b>	Demonstrates a love for the triune God.	Minimal	Consideration of how to integrate theological concepts with developmental theories