Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

HSCO 502
HUMAN GROWTH AND DEVELOPMENT

COURSE DESCRIPTION
This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, and optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

RATIONALE
This course is designed to encourage the student to understand and critique human development models and theories in light of a Christian worldview as well as to interact with some significant contemporary issues in human development as they relate to Scripture. Additionally, this course will provide the student with an understanding of the physical, mental, emotional, sociocultural, and spiritual aspects of human development while examining one’s own developmental issues.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word and Powerpoint

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Differentiate theories of individual and family development and transitions across the life span.
B. Identify theories of learning and personality development, including current understandings about neurobiological behavior.
C. Describe effects of crises, disasters, and other trauma-causing events on persons of all ages.

D. Distinguish theories and models of individual, cultural, couple, family, and community resilience.

E. Identify a general framework for exceptional abilities and strategies for differentiated interventions.

F. Explain human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

G. Examine theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

H. Employ theories for facilitating optimal development and wellness over the lifespan.

I. Apply emerging theories and current special topics in the field of human development through the lens of Scripture.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will discuss case studies, apply theoretical application, and dialogue with classmates about main development related topics. Each discussion board must be 500–600 words and include integration of insight from the textbook and other scholarly sources. In addition to the thread, each student will be required to respond to 2 classmates’ threads. Each reply must consist of 250–350 words. Replies must integrate insight from at least 1 scholarly reference. (MLO: A, B, C, D, F, H, I)

D. Impact Assignment

The student will have the opportunity to select from a list of topics related to development. The focus of this assignment is on situational and environmental elements that impact normal development. (MLO: A, C, D, F, G, H, I)

Part 1: The student will select a topic and develop a 5-page paper on the topic. The student must use the textbook and 3–5 scholarly sources of information to inform his/her writing.

Part 2: The student will develop a 12–15-slide PowerPoint on his/her development topic. The student will develop the presentation as if he/she were presenting it to a client population who needs to know more about the chosen topic because it impacts individuals in their families. The PowerPoint presentation
must be submitted to the submission link as well as Discussion Board Forum 2. The student will be assigned to a peer-review group and will peer review 2 classmates’ presentations.

E. Developmental Analysis

The student will discuss his/her own development over his/her lifetime and how it relates to the developmental concepts discussed throughout this course. The purpose of this paper is for the student to demonstrate an ability to apply a working knowledge of the theories, terminology, and concepts of human growth and development by identifying his/her life as it relates to key human growth and development concepts. The student will incorporate empirical studies related to development, readings, and videos. (MLO: A, B, C, D, E, F, G, H, I)

Part 1: The student will follow the instructions and assignment template in Blackboard to create an analysis of his/her childhood and adolescence as it relates to specific theories and developmental principles. Part 1 must be at least 5 pages (excluding the title page and reference page), be in current APA format, and must integrate insight from at least 5 scholarly sources.

Part 2: The student will follow the instructions and assignment template to create an analysis of his/her adulthood as it relates to specific theories and developmental principles. Part 2 must be at least 5 pages (excluding the title page and reference page), be in current APA format, and must integrate insight from at least 5 scholarly sources.

F. Tests (3)

This course will have 3 tests. Each test will cover the Reading and Study material for the assigned modules/weeks. Each test will be open-book/open-notes, contain 50 questions, and have a 2-hour time limit. (MLO: A, B, C, D, E, F, G, H)

VI. COURSE GrADING AHAHAND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
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<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board Forums</td>
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<tr>
<td>Thread (4 at 30 pts ea)</td>
<td>120</td>
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<tr>
<td>Replies (4 at 20 pts ea)</td>
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<tr>
<td>Impact Assignment</td>
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<tr>
<td>Part 1</td>
<td>130</td>
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<tr>
<td>Part 2</td>
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<tr>
<td>Developmental Analysis</td>
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<td>Part 1</td>
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<td>Part 2</td>
<td>150</td>
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<tr>
<td>Tests (3 at 100 pts ea)</td>
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<td><strong>Total</strong></td>
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B. Scale

<table>
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<td>860–899</td>
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<tr>
<td>B-</td>
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Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

Limits of Confidentiality

In the event of a student’s disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty,
staff, administrator or supervisor, will take immediate action. This action may 
include, but is not limited to, immediate notification of appropriate state law 
enforcement or social services personnel, emergency contacts, and notification of 
the appropriate program chair or distance learning dean. The incident and action 
taken will become part of the student’s permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online’s 
Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to 
make arrangements for academic accommodations. Further information can be 
found at www.liberty.edu/disabilitysupport.
**COURSE SCHEDULE**

**HSCO 502**


<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1            | Broderick & Blewitt: chapter 1–2  
               1 presentation  
               2 videos      | Course Requirements Checklist  
               Class Introductions  
               DB Forum 1: Thread | 10  
               0  
               30 |
| 2            | Broderick & Blewitt: chapter 3–4  
               6 videos       | DB Forum 1: Replies  
               Test 1         | 20  
               100 |
| 3            | Broderick & Blewitt: chapter 5–6  
               1 presentation  
               4 videos       | DB Forum 2: Thread  
               Impact Assignment: Part 1 | 30  
               130 |
| 4            | Broderick & Blewitt: chapters 7–8  
               5 videos       | DB Forum 2: Replies  
               Impact Assignment: Part 2 | 20  
               70 |
| 5            | Broderick & Blewitt: chs. 9–10  
               6 videos       | DB Forum 3: Thread  
               Test 2         | 30  
               100 |
| 6            | Broderick & Blewitt: chs. 11–12  
               1 presentation  
               6 videos       | DB Forum 3 Replies  
               Developmental Analysis: Part 1 | 20  
               150 |
| 7            | Broderick & Blewitt: ch. 13  
               5 videos       | DB Forum 4: Thread  
               Developmental Analysis: Part 2 | 30  
               150 |
| 8            | Broderick & Blewitt: chs. 14–15  
               6 videos       | DB Forum 4: Replies  
               Test 3         | 20  
               100 |

**TOTAL** 1010

*DB = Discussion Board*

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.