

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

COUN 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. Please note, technical skills for this course include:
 - Creating and submitting files in Microsoft Word
 - Basic Blackboard navigation skills

IV. COURSE LEARNING OUTCOMES (CLOs)

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 (5)
Discussion boards are collaborative learning experiences. Therefore, the student will create a thread of at least 500 words in response to forum questions (including at least 2 scholarly references and at least 2 biblical principles). After creating the thread, the student will also reply to the threads of at least 2 classmates. Each reply must be at least 250 words and contain at least 1 scholarly reference. (CLO: A, B, C, D, F, H, I)
- D. Essays (2)
The student will read a provided essay topic, noting carefully all the pertinent issues to address. The student will then write an essay of at least 600 words, drawing information from this course, outside readings, and presentations for the assigned module/week. The essay must be strongly supported with 2–3 scholarly references in current APA format; a reference page must be included. (CLO: A, C, D, F, G, H, I)
- 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.

The student will analyze his/her life as it relates to the key aspects of human growth and development, incorporating empirical studies related to development, readings, and presentations. This is a comprehensive paper, addressing the student's development across his/her lifespan. Finally, the conclusion of the paper will address any current lifestyle behaviors that may influence the aging process.

The body of the paper must be 8–10 pages (excluding the title page, abstract, and reference page) and must integrate 8–10 peer-reviewed, relevant sources. This paper must be written in current APA format and will be submitted via SafeAssign. (CLO: A, B, C, D, E, F, G, H, I)

F. Quizzes (8)

Each quiz will cover the reading and presentations for the assigned module/week. Each quiz will be open-book/open-notes, contain 20 multiple-choice and true/false questions, and have a 1-hour time limit. Each quiz will allow 2 attempts with the highest score as the final grade. (CLO: A, B, C, D, E, F, G, H)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 80 pts ea)	400
Essays (2 at 50 pts ea)	100
Developmental Analysis	100
Quizzes (8 at 50 pts ea)	400
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. 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.

D. 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.

E. 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 is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does 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.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of 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 online dean. The incident and action taken will become part of the student's permanent record.

G. Instructor Feedback and Response Time

Responses to student emails will be provided within 48 hours and assignment feedback will be given within 1 week from the assignment due date.

H. 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

I. Quality Matters Seal of Approval

This certification mark recognizes that this course met Quality Matters Review Standards.



Quality Matters (QM) is a non-profit organization committed to quality assurance in Online Education. Courses that have received the QM Seal of Approval have passed rigorous reviews by Quality Matters evaluators and maintain their approval for five years.

COURSE SCHEDULE

COUN 502

Textbook: LUC: Wong et al., *Counseling Individuals Through the Lifespan* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Wong et al.: chs. 1–2 2 presentations 1 website	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 80 50
2	Wong et al.: chs. 3–4 2 presentations 2 websites	DB Forum 2 Quiz 2	80 50
3	Wong et al.: chs. 5–6 3 presentations	Essay 1 Quiz 3	50 50
4	Wong et al.: ch. 7 2 presentations	DB Forum 3 Quiz 4	80 50
5	Wong et al.: chs. 8–9 2 presentations 2 websites	Essay 2 Quiz 5	50 50
6	Wong et al.: chs. 10–11 4 presentations 1 website	DB Forum 4 Quiz 6	80 50
7	Wong et al.: ch. 12 1 presentation	Developmental Analysis Quiz 7	100 50
8	Wong et al.: ch. 13 1 presentation 1 website	DB Forum 5 Quiz 8	80 50
TOTAL			1010

LUC = Liberty University Custom
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**.