

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

DBPC 400

HUMAN DEVELOPMENT ACROSS THE LIFESPAN

COURSE DESCRIPTION

This course addresses basic principles of human growth and development from pre-birth through early adulthood. Theoretical and biblical constructs are examined with a holistic orientation, as well as factors that impact the parenting process. Ethical concerns and multicultural factors are also considered.

RATIONALE

The mental, physical, emotional, social and spiritual implications of healthy development may vary by child, but research consistently shows the importance of key milestones in each stage. More importantly, there are strategies parents can utilize that foster healthy development for their children in each of these domains.

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. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify and discuss contemporary trends and issues related to developmental constructs across the lifespan.
- B. Demonstrate knowledge of differing developmental priorities across the lifespan for diverse populations.
- C. Identify and describe characteristics and primary tasks of each of the following developmental stages: infancy, early childhood, middle childhood, pre-adolescence, adolescence and early adulthood.

- D. Describe the developmental stages and gender specific needs of both girls and boys from infancy through early adulthood.
- E. Think critically and analytically about contemporary developmental theories throughout the lifespan and their relationship to Christian formation.
- F. Synthesize the empirical research in areas like intellectual, personality, moral, faith, and cultural development, with the Bible in a theologically appropriate manner.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- 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 is required to provide a thread in response to the provided prompt for each forum. Each thread must be 300 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 150 words.

- D. Interview Summary

The student will schedule an interview with either a parent, school teacher or child/adolescent counselor to address the following questions:

- What are the biggest barriers to a child's emotional, relational and spiritual development today?
- What is the greatest threat to children and adolescents today?
- What one issue are you most concerned about, that if it is not addressed and/or corrected, can potentially destroy the next generation of young people?

The student will synthesize the interview and submit a 3-4-page summary (not including Title Page or References) in current APA format incorporating specific observations relevant to developmental stages.

- E. Developmental Influence Paper – Girls

After reviewing relevant research and popular media messaging concerning a potential barrier to the healthy development of today's girls, the student will write a concise 5-page paper (not including Title Page or Reference Page) in current APA style.

- F. Developmental Influence Paper – Boys

After reviewing relevant research and popular media messaging concerning a potential barrier to the healthy development of today's girls, the student will write a concise 5-page paper (not including Title Page or Reference Page) in current APA style.

G. Quizzes (4)

The student will complete four open-book/open-notes quizzes that will consist of 10 short answer questions based on the course's video, audio, and reading materials.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts each)	200
Interview Summary	200
Developmental Influence Paper - Girls	200
Developmental Influence Paper - Boys	200
Quizzes (4 at 50 pts. each)	200

Total 1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

D. Disclaimer

The resources utilized in this course, as well as any accompanying materials and instruction are intended for educational purposes. They are designed to neither give legal advice nor take the place of appropriate legal, professional or medical consultation. Completion of any module, certificate, course or an entire degree program does not automatically qualify an individual to function as a certified or licensed professional counselor or therapist. Students are advised to check with the specific regulatory or legal requirements that may presently exist in their state, province or country. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.

COURSE SCHEDULE

DBPC 400

Textbooks: Dobson, J. *Bringing up Boys: Practical Advice and Encouragement for Those Shaping the Next Generation of Men* (2014).
 Dobson, J. *Bringing up Girls: Practical Advice and Encouragement for Those Shaping the Next Generation of Women* (2010).
 Dobson, J. *Your Legacy: The Greatest Gift* (2014).

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	R: <i>Your Legacy</i> , ch. 1-2 VP: <i>Welcome and Introduction</i> VP: <i>Safe Harbor for Children</i> VP: <i>Building a Family Legacy</i>	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	R: <i>Bringing up Girls</i> , ch. 1-7 R: <i>Your Legacy</i> , ch. 3-4 VP: <i>Building a Family Legacy</i> AP: <i>Teaching Girls</i> VP: <i>When They're Young</i>	Quiz 1 Interview Summary	50 200
3	R: <i>Bringing up Girls</i> , ch. 8-15 R: <i>Your Legacy</i> , ch. 5-6 VP: <i>Building a Family Legacy</i> VP: <i>Teaching Our Children</i>	DB Forum 2	50
4	R: <i>Bringing up Girls</i> ch. 16-21 R: <i>Your Legacy</i> , ch. 7-8 VP: <i>Building a Family Legacy</i> VP: <i>The Unique Challenges</i> VP: <i>Adolescent Identity</i>	Quiz 2 Developmental Influences Paper – Girls	50 200
5	R: <i>Bringing up Boys</i> ch. 1-5 R: <i>Your Legacy</i> , ch. 9-10 VP: <i>Building a Family Legacy</i> VP: <i>Doing What's Right</i>	DB Forum 3	50
6	R: <i>Bringing up Boys</i> , ch. 6-10 R: <i>Your Legacy</i> , ch. 11-12 VP: <i>Building a Family Legacy</i> VP: <i>The Unique Challenges</i> VP: <i>Bringing Up Boys</i>	Quiz 3	50

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	R: <i>Bringing up Boys</i> ch. 11-15 R: <i>Your Legacy</i> , ch. 13 VP: <i>Building a Family Legacy</i> VP: <i>God Attachment</i> VP: <i>The Need for Self-respect</i>	DB Forum 4	50
8	R: <i>Bringing up Boys</i> ch. 16-17 VP: <i>Building a Family Legacy</i> VP: <i>This Old House</i>	Quiz 4 Developmental Influences Paper – Boys	50 200
TOTAL			1010

DB = Discussion Board R = Reading VP = Video Presentation AP = Audio Presentation

NOTE: Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.