

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 610

HUMAN GROWTH AND LIFESPAN DEVELOPMENT

COURSE DESCRIPTION

This course provides the foundational 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 principles taught in this course will provide pastors, counselors, and parenting champions the perspectives and tools necessary for helping parents understand and foster the proper environment critical for healthy development throughout the lifespan.

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>

RECOMMENDED RESOURCES

Clinton, T., Clark, C., & Straub, J. (2010). *The quick-reference guide to counseling teenagers*. Grand Rapids, MI: Baker Books. ISBN: 978-0-8010-7235-2

Dobson, J. (2007). *Parenting isn't for cowards*. Carol Stream, IL: Tyndale House. ISBN: 978-1-4143-1746-5

Dobson, J. (2003). *Parents' answer book: A comprehensive resource from today's most respected parenting expert*. Carol Stream, IL: Tyndale House. ISBN: 978-0-8423 8716-3

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify and discuss a proper hermeneutic of Christian anthropology and its relationship to emotional, psychological, relational, and spiritual development across the lifespan.
- B. Identify and discuss contemporary trends and issues related to developmental constructs across the lifespan.
- C. Demonstrate knowledge of differing developmental priorities across the lifespan for diverse populations.
- D. 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.
- E. Describe the developmental stages and gender specific needs of both girls and boys from infancy through early adulthood.
- F. Describe the basic physical, emotional, and social changes in the body and brain during childhood and adolescence and the factors important to growth and development into early adulthood.
- G. Analyze contemporary developmental theories throughout the lifespan and their relationship to Christian formation.
- H. Synthesize and reason the empirical research in areas like intelligence, personality, moral, faith, adult and cultural development with the Bible in a theologically appropriate manner.
- I. Develop a framework for counseling parents to raise emotionally, relationally, and spiritually healthy children and teens.

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)
Each forum will require the student to answer questions with a 300–400-word thread based on the particular module/week’s reading (Dr. Dobson’s works and/or the core text), as well as video/audio content. The student will be required to post at least 2 replies of a minimum of 200 words each to other students’ threads. The student will use the content of the readings and presentations for the assigned modules/weeks to support his/her replies. All citations must be in current APA format.
- D. Compare and Contrast Papers (2)
The student will complete this assignment twice in the course. In 2–3 pages, the student will choose a topic that is discussed in both *Bringing Up Girls* and *Bringing Up Boys* (i.e. parental influence, physiological differences, society’s influence, emotional or cognitive development, etc.), and compare and contrast the topic among the two genders. The student will also speak to the influence this topic will have in how he or she counsels parents and/or their children and support his or her writing with empirical research. At least 2 outside scholarly peer-reviewed sources must be used to support the content of each paper. All sources must be cited in current APA format.

E. Bringing Up a Child Paper

The purpose of this assignment is for students to think about how to intentionally and effectively approach the challenge of child development and to explore this topic's relevance to counseling. The student will choose to focus on either boys or girls and address the following topics in 8–10 pages: The parent-child relationship, the unique challenges of boys/girls, acknowledging society's impact, and counseling implications. The student must use the course material and at least 6 scholarly, peer-reviewed sources to support his or her writing. The paper must use current APA format.

F. Exams (4)

The student will complete four open-book/open-notes, untimed exams that will consist of 20 multiple choice questions (2 points each) and 2 short essays (30 points each) based on the course's video, audio, and reading materials. Each short essay requires a response of at least 250 words.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts each)	200
Compare and Contrast Paper (2 at 100 pts each)	200
Bringing Up a Child Paper	200
Exams (4 at 100 pts each)	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. 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.

D. 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 it 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.

E. 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.

F. 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 610

HUMAN GROWTH AND LIFESPAN DEVELOPMENT

TEXTBOOKS:

American Psychological Association, *Publication Manual of the American Psychological Association*.

Dobson, *Bringing Up Boys* (2014).

Dobson, *Bringing Up Girls* (2010).

Dobson, *Your Legacy: The Greatest Gift* (2014).

Estep & Kim, *Christian Formation: Integrating Theology and Human Development* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	<p>Christian Anthropology: Humanity as the Imago Dei Christian Formation: Intro–ch. 2 Legacy: chs. 1–2 VP: <i>Welcome and Introduction</i> VP: <i>Building a Family Legacy DVD #1</i> VP: <i>Safe Harbor for Children</i></p>	<p>Course Requirements Checklist Class Introductions DB Forum 1</p>	<p>10 0 50</p>
2	<p>Bringing Up Girls/ Intellectual Development Girls: chs. 1–7 Christian Formation: ch. 3 Legacy: chs. 3–4 VP: <i>Building a Family Legacy DVD #2</i> AP: <i>Teaching Girls to be Ladies</i> VP: <i>When They're Young</i></p>	<p>Exam 1</p>	<p>100</p>
3	<p>Bringing Up Girls/ Personality Development Girls: chs. 8–15 Christian Formation: ch. 4 Legacy: chs. 5–6 VP: <i>Building a Family Legacy DVD #3</i> VP: <i>Teaching Our Children to Work</i></p>	<p>DB Forum 2 Compare and Contrast Paper 1</p>	<p>50 100</p>

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
4	Bringing Up Girls/ Moral Development Girls: chs. 16–21 Christian Formation: ch. 5 Legacy: chs. 7–8 VP: <i>The Unique Challenges of Raising Girls</i> VP: <i>Building a Family Legacy DVD #4</i> VP: <i>Adolescent Identity Development and Self-Esteem</i>	Exam 2	100
5	Bringing Up Boys/ Faith Development Boys: chs. 1–5 Christian Formation: ch. 6 Legacy: chs. 9–10 VP: <i>Building a Family Legacy DVD #5</i> VP: <i>Doing What's Right</i>	DB Forum 3 Compare and Contrast Paper 2	50 100
6	Bringing Up Boys/ Adult Development Boys: chs. 6–10 Christian Formation: ch. 7 Legacy: chs. 11–12 VP: <i>Building a Family Legacy DVD #6</i> VP: <i>The Unique Challenges of Raising Boys</i> VP: <i>Bringing Up Boys</i>	Exam 3	100
7	Bringing Up Boys / Spiritual and Christian Formation Boys: chs. 11–15 Christian Formation: ch. 8 Legacy: ch. 13 VP: <i>Building a Family Legacy DVD #7</i> VP: <i>God Attachment: Building Spiritual Maturity in Today's Teens</i> VP: <i>The Need for Self-respect</i>	DB Forum 4 Bringing Up a Child Paper	50 200
8	Cultural Development and Christian Formation Boys: chs. 16–17 Christian Formation: ch. 9 VP: <i>Building a Family Legacy DVD #8</i> VP: <i>This Old House</i>	Exam 4	100
TOTAL			1010

DB = Discussion Board

Girls = *Bringing Up Girls* text

Boys = *Bringing Up Boys* text

Christian Form = *Christian Formation: Integrating Theology and Human Development* text

Legacy = *Your Legacy: The Greatest Gift* text

AP = Audio Presentation

VP = Video Presentation

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**.

VIDEO/AUDIO PRESENTATIONS:

Module 1: *Welcome and Course Introduction*
Dr. James Dobson and Ryan Dobson (**video presentation**)

Building a Family Legacy
Dr. James Dobson (**video presentation**)

Module 2: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

Teaching Girls to Be Ladies
Dr. James Dobson (**Family Talk radio broadcast**)

Module 3: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

Module 4: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

The Unique Challenges of Raising Girls
Dr. Linda Mintle (**video presentation**)

Adolescent Identity Development and Self-esteem
Dr. Joshua Straub (**video presentation**)

Module 5: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

Module 6: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

The Unique Challenges of Raising Boys
Dr. Gary Oliver (**video presentation**)

Module 7: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

God Attachment: Building Spiritual Maturity in Today's Teens
Dr. Joshua Straub (**video presentation**)

Module 8: *Building a Family Legacy*
Dr. James Dobson (**video presentation**)

90-SECOND VIDEO COMMENTARIES FROM DR. DOBSON:

Module 1: *Safe Harbor for Children*

Module 2: *When They're Young*

Module 3: *Teaching Our Children to Work*

Module 4: *Building Character at Home*

Module 5: *Doing What's Right*

Module 6: *Bringing Up Boys*

Module 7: *The Need for Self-respect*

Module 8: *This Old House*