

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 6-page paper (including the title page and reference page) on the topic. The student must use the textbook and at least 3 scholarly sources of information to inform his/her writing.

Part 2: The student will develop a 15-slide PowerPoint (including the title slide and reference slide) 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 8 pages (including the title page and reference page), be in current APA format, and must integrate insight from the textbook and at least 3 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 8 pages (including the title page and reference page), be in current APA format, and must integrate insight from the textbook and at least 3 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

Course Requirements Checklist	10
Discussion Board Forums	
Thread (4 at 30 pts ea)	120
Replies (4 at 20 pts ea)	80
Impact Assignment	
Part 1	130
Part 2	70
Developmental Analysis	
Part 1	150
Part 2	150
Tests (3 at 100 pts ea)	300
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 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.

D. 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.

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.

COURSE SCHEDULE

HSCO 502

Textbook: Broderick & Blewitt, *The Life Span* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Broderick & Blewitt: chs. 1–2 3 presentations	Course Requirements Checklist Class Introductions DB Forum 1: Thread	10 0 30
2	Broderick & Blewitt: chs. 3–4 6 presentations	DB Forum 1: Replies Test 1	20 100
3	Broderick & Blewitt: chs. 5–6 5 presentations	DB Forum 2: Thread Impact Assignment: Part 1	30 130
4	Broderick & Blewitt: chs. 7–8 5 presentations	DB Forum 2: Replies Impact Assignment: Part 2	20 70
5	Broderick & Blewitt: chs. 9–10 6 presentations 1 website	DB Forum 3: Thread Test 2	30 100
6	Broderick & Blewitt: chs. 11–12 6 presentations	DB Forum 3: Replies Developmental Analysis: Part 1	20 150
7	Broderick & Blewitt: ch. 13 5 presentations	DB Forum 4: Thread Developmental Analysis: Part 2	30 150
8	Broderick & Blewitt: chs. 14–15 6 presentations	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**.