

BRIERCREST

PSY 606 Lifespan Development Fall 2019

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Course Dates: September 16 - 20, 2019

3 Credit Hours

COURSE DESCRIPTION

This course surveys the psychological models for understanding human development. Emphasis is given to personality, social, intellectual, spiritual and physical development, and the major theories used to describe how people change throughout their life span.

COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with children, adolescents or adults. It aims to create an awareness of the maturation processes in the context of attachment, from how we connect and relate to ourselves, our family system, our community and our God, throughout the lifespan.

COURSE TEXTS

Crain, William. *Theories of Development: Concepts and Application*. NJ: Prentice Hall
(note that the 6th Edition (2010) is the most recent (375 pages), but you can use any edition for the purposes of this course)

MacNamara, D. (2016). *Rest Play Grow*. Vancouver, BC: Aona Books (306 pages)

Neufeld, G. & Mate, G. (2013; updated version). *Hold On To Your Kids*. Toronto, ON: Vintage Canada (352 pages)

Vanier, Jean (1998 or 2008). *Becoming Human*. NJ: Paulist Press (166 pages)
(note that either the first edition (1998) or the second edition (2008) will work for this course)

Movies:

Inside Out (2015)
(Will be discussed on September 17th; can be watched before the course starts or after the first day, as there will be an opportunity to view after class on Monday.)

Recommended:

We will be looking at a few excerpts in class from the following books, but you will be provided with these readings as you need them.

Manning, Brennan (1997, 1990). *The Ragamuffin Gospel*. England: Alpha.

Olthuis, James H. (2001). *The Beautiful Risk*. MI: Zondervan. [Chapter 3]

Viorst, Judith (1998). *Necessary Losses*. New York: Fireside.

Students are expected to refer Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <http://briercrest.ca/current/seminary/academics/important-documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of this course, each student should:

- 1) learn an integrative developmental paradigm;
- 2) have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to children, adolescents and adults;
- 3) be able to evaluate and assess the needs at different stages of development;
- 4) learn and apply interventions using the factors of attachment, vulnerability and maturation in working with children, adolescents and adults.

COURSE OUTLINE AND CONTENT

Date	Topic	Reading/Viewing/Assignment due
Mon, Sep 16 9:00 am to 4:45 pm	Developmental Processes Maturation processes: Integration, adaptation, emergence The development of attachment	<i>Crain: Theories of Development</i> <i>MacNamara: Rest, Play, Grow</i> <i>Neufeld: Hold on to your Kids</i> <i>Vanier: Becoming Human</i> Reading Responses
Tues, Sep 17 8:30 am to 4:45 pm	Focus on Childhood The role of emotion in development The role of play in development	Inside Out (movie response)
Wed, Sep 18 8:30 am to 4:45 pm	Focus on Adolescence The adolescent rites of passage	<i>Selected readings to be provided</i>
Thurs, Sep 19 8:30 am to 4:45 pm	Focus on Adulthood Unfinished business of adolescence Young adulthood, middle age, old age	<i>Selected readings to be provided</i>

Creative Application Assignment – snapshots in time November 15, 2019 20%

You will create 7 snapshots in time – at age 7, 17, 27, 37, 47, 67, 87 – where you will interpret what might be going on at these times of development. Drawing on the material from class readings and discussion, this creative application assignment is to be in the form of a personal projection or reflection of what life might have looked like, or will potentially look like, at each of these ages. You may do this assignment through the use of collage, poetry, pictures, song, or any other creative expression of your choosing. More information to be given in class.

[suggested length: 4 to 8 pages]

Case study of an adolescent November 15, 2019 25%

Find an adolescent (or your own adolescence) to make sense of.

Part 1: Using the course material (readings and class teachings) as a guideline, describe what you see. You can use the lens of attachment, maturation and vulnerability, and an understanding of the adolescent rites of passage, to guide your insights. Include here a retrospective look at their childhood, as well as a projection of how things might unfold in adulthood.

Part 2: Using these observations, how might you work with this adolescent? (Include possible approaches and ideas, with reasoning to support your suggestions.)

[suggested length: 6 to 8 pages]

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<http://briercrest.ca/current/seminary/academics/seminary-calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 25-26 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).