

# BRIERCREST

## PSY 606 Lifespan Development Spring 2023

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Course Dates: May 15-19, 2023

Online Modular Course

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. It provides a body of knowledge and thought that lays the bedrock for understanding people, problems and how people change.

### COURSE TEXTS

Crain, William. *Theories of development: Concepts and application*. NJ: Prentice Hall  
(note that the 6<sup>th</sup> Edition (2010) is the most recent).

\*You can use any edition for the purposes of this course

Bjorklund, B. (2019). *The journey of adulthood (9th ed.)*. Upper Saddle River, NJ: Prentice Hall. \*Previous two editions can be purchased for this course.

MacNamara, D. (2016). *Rest play grow: Making sense of preschoolers (or anyone who acts like one)*. Vancouver, BC: Aona Books.

Hagberg, Janet & Robert Guelich (2005). *The critical journey: Stages in the life of faith*. Salem, WI: Sheffield Publishing Company.

### Recommended:

Neufeld, G. & Mate, G. (2013; updated version). *Hold onto your kids*. Toronto, ON: Vintage Canada (352 pages)

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

Arnett, J. (2000). *Emerging adulthood: A theory of development from the late teens through the twenties*. *American Psychologist*, Vol. 55, 5, 469-480.

Koslow, S. (2012). *Slouching toward adulthood*. Toronto: Penguin Group.

Settersten, R. & Ray, B. (2010). *Not quite adults*. New York: Bantam Books.

Whitehead, E. E. & Whitehead, J. D. (1992). *Christian life patterns: The psychological challenges and religious invitations of adult life*. New York: Crossroads.

Students are expected to refer to Briercrest Seminary's APA Format and Style Guide available as PDF documents here: <https://www.mybriercrest.ca/seminary/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) recognize significant transitional experiences across the lifespan along with risk and opportunity for the individual;
- 4) recognize that development is a continuous series of changes and psychological processes;
- 5) think and write critically about theoretical or empirical research in lifespan development and link their ideas to their own experiences and clinical practice.

## COURSE OUTLINE AND CONTENT

- A. Understanding attachment, maturation and vulnerability
- B. Understanding the role of emotion in development throughout the lifespan
- C. Understanding the science of social connection and physiological safety throughout the lifespan
- D. Understanding transition as a *process* rather than a series of stages

## ASSIGNMENTS

Please submit all written assignments to Canvas.

- 1.) Self-reflection on Crain's text – 10%
- 2.) Adult development questions on Bjorklund's text – 15 %
- 3.) Movie & Group Presentation – 25%
- 4.) Faith integration paper – 25%
- 5.) Research Paper – 25%

### Pre-Course assignments (due one week before class begins)

#### **Self-reflection on Crain's text of developmental theories through the lens of your own cultural background, traditions and/or experiences**

This assignment is to be taken as a process of inner reflection looking at your own identity, personality, family history, experiences, cultural dynamics, traditions, practices etc. Which theories and concepts resonate with you personally and what's your sense of why this is? As part of this assignment, share your thoughts on how these theories fit, don't fit, or are culturally limited in today's world. Complete this assignment in 7 pages including a title page and reference page.

**Due Date: May 08, 2023**

#### **Adult Development Questions**

Read Bjorklund and answer the 12 questions in the appendix below. Please complete the reading and responses one week before the first day of class. Clearly state the question number and chapter title and then your response below. Each set of chapter questions should be answered in half a page (minimum) to one page (maximum), single spaced.

**Due Date: May 08, 2023**

Read *Rest Play Grow* by the first day of class as you will integrate the learnings in the mid-course group presentations and general discussion.

### Mid-Course Assignments:

#### **Movie & Group Presentations**

The instructor will assign groups on the first day and there will be class time given for the students to watch the movie and prepare a presentation. In groups and using the course material, students will watch a film of the instructor's choice and analyze the movie's characters and dynamics of development through the lifespan. Each student will individually watch the movie during allotted class time and will access the film on streaming services or for purchase on YouTube. Group presentations will take place on Friday morning. *See Canvas for further instruction.*

**Post-Course Assignments:**

**Faith integration paper - Read Hagberg and Guelich** and do the following.

- In reading the book, please identify where you presently fit in stages of faith development. Please respond to the following for the stage of faith development you are presently in:
- What are your recent and current experiences that cause you to identify the stage you are in?
- How have your experiences affected other areas of development (social, emotional, etc.)?
- What have your experiences been in the previous stages that you have journeyed through and how have they helped you to prepare for this stage?
- Have you experienced “the wall?” If so, what was it like? If not, what do you anticipate? While answering this, be mindful of how the authors describe the tendency to avoid going through the wall. How have you avoided the wall or anticipate you might try to avoid it? How has this worked or not worked for you over the course of your life?
- Describe how your journey of faith and self-awareness within the stages of faith might assist you in a counselling setting. How might you approach working with a client who is encountering “the wall?”

The assignment should be completed in 8-10 pages in length including title page and reference page.

**Due Date: July 14, 2023**

**Research Paper:**

Choose and research a topic on sexuality of your choosing related to either adolescent or adult development. Select a topic that is relevant to your current and/or future counselling ministry to better equip you with engaging this topic and lived experience. Your paper will include (though not limited to) a brief introduction about the topic, statistics on the subject, a bio-psycho-social-spiritual understanding, it's relevance to society and developmental psychology. Please incorporate the above as headings to organize your paper.

The research paper will be written in APA format which will be 8-10 pages in length including title page and references.

**Due Date: July 07, 2023**

## 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:

<https://www.briercrestseminary.ca/academics/calendar/>.

### ***Attendance Policy***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent 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 (1) 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.

### ***Online Courses***

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. 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.

### ***Semester-Based Courses***

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### ***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 24-25 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 ([nтоoke@briercrest.ca](mailto:nтоoke@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

**Appendix****1) Intro to Adult Development**

What are some personal traits of yours that have remained stable over time? What has changed? How has adulthood, gender, and your faith played a role in altering/maintaining these characteristics? What is your opinion regarding the level of flexibility an adult has in altering personality traits such as agreeableness, neuroticism, or sociability.

**2) Physical Changes**

Several researchers argue that there is a generalized "slowing" with age. Describe relevant research and give your personal view on this phenomenon.

**3) Health and Health Disorders**

Picture yourself growing older, and acknowledging that you might be impacted by some form of age-related disease-choose one listed within this chapter. Describe the disease and how it will affect you, and end by describing preventative measures you can take to prevent or remain resilient toward this disease.

**4) Cognitive Abilities**

Use a real or imagined individual, male or female, and compare and contrast that individual's memory functions at age fifty and eighty. Please be thorough and include explanations of the causes for the changes in function. What could you suggest to support the eighty year old retain or reclaim memory functions?

**5.) Social Roles**

People who are off-time with the social clock of their culture are more likely to have difficulty in their roles and less likely to report high levels of life satisfaction. Using an example from television sitcom, movies, or novel, highlight a similar-themed fictional situation, whereby an individual is off-time with his or her social clock and struggles with his or her social roles. In your example, identify any strengths the individual also possesses.

**6.) Social Relationships**

Of the four theories of social relationship (attachment, convoy, socioemotional selectivity, and evolutionary) which do you like the most and why? What are some of the shortfalls of this model?

**7.) Work and Retirement**

Our jobs occupy a large portion of our time, thoughts, and emotions. They determine in large part where we live, how well we live, and with whom we spend time—even after working hours. In your chosen field of counselling, what do you find to be the most satisfying aspect and why? What are some of the deficits of your chosen field? If you could change one aspect of work in North America, what would it be and provide a rationale for your choice.

**8.) Personality**

Which theory of adult development in your view is most consistent with the evidence on personality change in adulthood? Give examples from personal experience (self or others).

**9.) The Quest for Meaning**

How has your understanding of what is meaningful changed over the course of your adult life? How has your culture, faith, and family influenced your development of meaning in your life?

**10.) Stress Coping and Resilience**

In the counselling office, you may encounter clients who experience a short-term life event or one chronic stressor. How do these two stressors differ in terms of how an individual might cope and the physical and emotional effects on an individual? In your response, consider individual differences and resilience factors.

**11.) Death and Bereavement**

In your family of origin, what attitudes and messages do you recall receiving about death, rituals, and grieving? How does this inform your current attitudes or experiences related to grief? What is your current relationship to death anxiety?

**12.) The Successful Journey**

What are some of the main contributors to successful aging according to the course text? To what extent do your personal experiences and worldview align/oppose these contributors? How do you define a well lived life?