



PSY 706 Adult Development
Fall 2024

Professor: Jesse Schellenberg
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Course Dates: November 18-22, 2024
Course Delivery Method: Online

3 Credit Hours

COURSE DESCRIPTION

A biblical anthropology provides the foundation for this course on the various stages of adulthood. Implications for the counselling ministry are considered from viewpoints which include the family life cycle and the existential and spiritual issues which correlate with the various stages.

COURSE INTEGRATION

This course is designed to provide students with an overview of adult development that enables them to better attend to client's needs from a bio-psycho-socio-spiritual perspective. Since development is continuous throughout the individual lifespan, and the family context in which the individual exists, emphasis will be given to the ongoing nature of growth and change, and the challenges within each stage.

COURSE TEXTS

Kindle versions of these texts are acceptable

- 1) Kobes Du Mez, K. (2020). *Jesus and John Wayne: How white evangelicals corrupted a faith and fractured a nation*. Liveright.
- 2) Palmer, P. (1990). *The Active Life: A Spirituality of Work, Creativity, and Caring*. Jossey-Bass.
- 3) Seamans, S. (2005). *Ministry in the Image of God: The Trinitarian Shape of Christian*. IPV Press.
- 4) Siegel, D.J. (2020). *The Developing Mind* (3rd edition). Guilford Press.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, 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>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of the course, each student should:

- 1) Have a comprehensive understanding of the main theories of individual adult development within the family life cycle.
- 2) Be able to identify the main challenges and opportunities of the various stages of individual adult development within the family life cycle.
- 3) Be able to identify their own stage of adult development, the person-of-the-therapist issues related to this stage, and have a proactive strategy for how these issues will be successfully addressed.
- 4) Understand how the various stages of individual adult development within the family lifecycle, and challenges of these stages, will affect and inform clinical work.
- 5) Have developed a clearer understanding of how their own spiritual beliefs are related to understanding adult development and the practice of counselling.

COURSE OUTLINE AND CONTENT

- 1) Introduction
- 2) Theories of Adult Development
- 3) Singleness and Adulthood
- 4) Mate Selection and Marriage
- 5) Violence in the Family Life Cycle
- 6) Career and Family
- 7) Infidelity
- 8) Spirituality, Meaning, and Death

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1) Textbook Response #1 (5 pages; 25%):

Students will read all of *Jesus and John Wayne* and write a response critiquing the ideas in the text. Your response should be based around the questions: What aspects of the author's argument do you agree or disagree with and why? What messages or ideas were you taught in your family of origin or faith tradition that might be in conflict with the author's argument, and how do you reconcile these now? Are there components of the book that elicit a particularly strong emotional reaction in you? Identify and assess your reaction.

Due the first day of class, November 18, 2024.

2) Textbook Response #2 (8-10 pages; 25%):

Students will read *The Developing Mind* and write a thoughtful reflection. *This is not intended as a book review or summary of the information*, though the text should be drawn on to support your answers and referenced throughout your paper. Students will engage and reflect on the text answering questions that include: How is the information in the text relevant to your own development as an adult? What are the key components of your identity as it currently exists and how do these components relate to the material in the text? What are the key memories that have helped shape this identity? Who are the key attachment figures in your life and how have they shaped your

understanding of self? What are the communities that have shaped your development in both positive and negative ways?

Due the first day of class, November 18, 2024.

Mid-Course Assignments:

3) Online postings, 5% (100-250 words per post):

At the end of each class, students will post a response in the online discussion forum, reflecting on the information and activities of the day. Students will additionally post a thoughtful response to one of their cohorts' reflections. All responses are due prior to the beginning of the next class.

4) Final Exam, 20%:

Students will perform an in-class written exam on the last day. In groups, and using the course material, students will watch a film of the professor's choice and analyze the movies characters and dynamics of adult development within the context of the family life cycle.

Post-Course Assignments:

5) Reflection Paper, 25% (8-10 pages)

Students will provide a personal response on the themes and content of the texts *The Active Life* and *Ministry in the Image of God*. This assignment is not to be a book report or a summary of the texts, though all the texts should be referenced throughout the reflection paper. Students will thoughtfully interact with the material of both texts and will reflect on and answer questions that include, but are not limited to: How do the texts' themes of care, identity, suffering, and ministry, inform your personal identity at this stage in adult life? How is your professional practice and vocation an expression of your adult identity? In what way does your spirituality intersect with your adult identity as a counselor and inform your values? What motives are you aware of that may not be consonant with your faith? What themes or content in the books do you find helpful for constructing your adult identity as a Christian counsellor and how you relate to issues of suffering and care?

Due January 17, 2025.

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

Modular 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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these

formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension).