



## **CP5102 Human Development** (Counseling Through the Seasons of Life)

Bruce Pringle, PhD  
Winter 2018  
Directed Study Syllabus

bpringle@sasktel.net  
3 credit hours

### **Course Description**

This course is an introduction to human development across the human lifespan from pre-natal development through childhood, adolescence, adulthood, and old age. Course content includes the physical, social, cognitive, and personality development of individuals and the implications of these developmental areas for counselling and psychotherapy. Spiritual development through the human lifespan is also an essential area of course interest and is integrated with the discussion of other aspects of human development.

### **Course Objectives**

At the completion of this course, students should be able to demonstrate:

- Knowledge of current theory, research, and practical/clinical applications of concepts related to human development across the stages of life
- Ability to reflect on the relationship of spirituality to human development and to integrate spirituality and Christian faith concepts into the processes of counseling and psychotherapy across the human lifespan

### **Required Texts**

Ivey, A. E. et.al. (2005). *Developmental counseling and therapy: Promoting wellness over the lifespan*. Boston, MA: Lahaska Press.

Pringle, Bruce (2017 edition). *Counseling through the seasons of life*. Manual available through Horizon College and Seminary.

Siegel, D. J. (2012). *The developing mind: How relationships and the brain interact to shape who we are*. New York, NY: Guilford Press.

## **Recommended Text**

Fowler, James (1981, Harper edition in 1995). *Stages of faith: The psychology of human development and the quest for meaning*. New York, NY: HarperCollins.

## **Written Requirements**

You have up to four months after the start date to complete this course unless your program requirements call for an earlier completion. Contact Dr. Pringle for dialogue on setting your personal schedule of due dates.

### **1. Readings Log**

The purpose of this assignment is to document your personal interactions with major readings for this course.

a) The Pringle manual outlines 11 stages of life development. At the end of each stage, select one of the case studies given for that stage, reflect on that case in view of the chapter's content, and offer a summary of how you might go about responding to the person(s) involved in the case.

Length: half-page (100-150 words) for each stage

**b) For the Ivey text, record your responses to the 'Portfolio Reflections' section at the end of chapters 1, 2, and 3.**

**These reflections allow you to personalize and share highlights of the chapters. The 'Portfolio Reflections' at the end of each chapter ask: "What stood out for you from this chapter? What sense do you make of. . .? What are your key takeaway points from this chapter?"**

**Length: maximum of half-page (100-150 words) for each reflection**

### **2. Developmental Journey**

The purpose of this assignment is to revisit your own development through a crucial stage of life.

Length: 5 to 6 pages (250 words per page)

Select a period of your own young adulthood (relative to your present age). For example, if you are presently 25 then you might choose the age of 20; if you are 50 you might choose 35; and so on. Think back to that period of your life to select and 'relive' events, persons, and/or specific times that you consider to be particularly formative of your own psycho-spiritual development.

How did the person(s), event(s), etc. and your related experiences influence your psychological and spiritual growth? How was your experience similar to and/or different from psychological

theories (e.g. Ivey, Erickson, Piaget, others) and faith development theories (e.g. Fowler) regarding this particular life stage? Note: Chapter 13 in Ivey provides an overview of Fowler's model; also browse online reference material about Fowler if you do not have the textbook.

### **3. Life Span Assessment Interview: Assessment, Case Conceptualization and Treatment Plan**

The purpose of this assignment is to integrate one individual's personal life developmental history with the psychosocial dynamics discussed in class and in your readings.

Length: 7 to 8 pages

- a) Select a candidate who is willing to participate as a volunteer for this project.
- b) Interview your volunteer to produce a biography that describes his/her personal life experiences through the developmental stages of life.
  - Prepare for the interview by formulating written questions for each stage of life to assist your volunteer in taking this 'walk down memory lane.'
  - Given your awareness of developmental attributes and tasks that are defined for each stage by the theories, be on alert during the interview to pick up information and cues that will be relevant for the rest of this assignment.
  - Establish ahead of time with your volunteer that you may require a few hours plus need a quiet location where you will not be disturbed or distracted (i.e., Tim Horton's is NOT a desirable location ☺).
- c) Using the material obtained from your interview, conceptualize the case study using the DCT (Developmental Counseling and Therapy) approach as outlined in chapters 1 to 3 of Ivey's book.
- d) Prepare a preliminary developmental assessment using Ivey, chapter 4, for guidance.
- e) Lay out a process of developmental intervention and practical strategies for both the psychological and spiritual aspects of the case. Use Ivey, chapters 5 and 13, for guidance.

Note: The candidate must be a minimum of 55 years of age and cannot be your family member. Review and apply the ethical guidelines given on pages 8-11 in Ivey's text. This includes having your volunteer sign a consent form. Inform your volunteer that the interview will likely take a few hours. You may want to split it into two sessions.

### **4. Development and the Brain**

The purpose of this assignment is to explore the topic: "How the interactions of the mind, the brain, and interpersonal relationships affect human development through the stages of life."

Length: 5 to 6 pages

In Siegel's book, read chapters 1, 3 and 9 plus two other chapters of personal choice. As you read, consider questions such as:

- What factors related to brain, mind, and interpersonal relationships are crucial to human development?
- What are the implications of interruptions such as trauma?

- What role does counselling play either in fostering healthy development or in the healing of past disruptions?

Write a paper with the title: “How the interactions of the mind, the brain, and interpersonal relationships affect human development through the stages of life.”

**Evaluation Summary**

- 30% Readings Log and Portfolio Reflections
- 20% Developmental Journey assignment
- 30% Lifespan Assessment Interview
- 20% Development and the Brain assignment

Use APA format and email all assignments as Word documents to [bpringle@sasktel.net](mailto:bpringle@sasktel.net).

**Grading Scale**

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-

(Note: a minimum of a C is required for this course to count towards a counselling degree)

**Bibliography**

You will receive a student login for the course website on populi (Horizon’s online course management system). A bibliography is available on the course website in the ‘Info’ section.