

CP5102 Human Growth and Development

3 credits. Prerequisites: none.

 On Campus, Saskatoon

 Livestream



September 7-11, 2026
Monday-Friday; 9am – 4pm SK

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Please note: This course includes reading before the module.

Course Goals

Course Description

This course is an introduction to human developmental theories and factors across the lifespan. Consideration is given to the significance of biological, psychological, social, and spiritual development throughout the lifespan and their implications for counselling and psychotherapy. Contextual and systemic factors that facilitate and impair human flourishing will also be examined.

Relationship to Horizon's Mission

Horizon's mission is "Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry." This course prepares those in the counselling and psychotherapy professions to be competent and Spirit-empowered in their understanding and application of human developmental theories and factors, for the purpose of helping their clients flourish.

Course Competencies and Learning Outcomes

To demonstrate competency in *acquisition of knowledge of counselling and psychotherapy theory*, students will

1. Evaluate various theories of human development.
 - *Assessment:* Research Essay
2. Reflect on and evaluate one's own personal developmental journey.
 - *Assessment:* Reflection Essay
3. Describe how the cognitive, biological, socioemotional, moral and spiritual development of humans across the lifespan relates to the practices of counselling and psychotherapy.
 - *Assessment:* Reflection Journal
4. Identify the major challenges one faces at each stage of human development.
 - *Assessment:* Research Essay
5. Explain contextual and systemic factors that facilitate or impair human functioning and how they may affect the therapeutic process.
 - *Assessment:* Lifespan Assessment Interview; Reflection Journal

6. Practice communicating in a manner appropriate to a client's developmental level and socio-cultural identity.
 - *Assessment:* Lifespan Assessment Interview

Required Readings

Cashion, Virginia et al. *Lifespan 360: Christian Perspectives on Human Development*. 3rd edition. Dubuque, IA: Kendall Hunt, 2024. ISBN: 979-8385102402.

[DTL](#)

Siegel, Daniel. J. *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. 3rd edition. New York, NY: Guilford Press, 2020. ISBN: 978-1462542758.

[DTL](#)

Wong, Daniel. W., Kimberly R. Hall, and Lucy W. Hernandez. *Counseling Individuals Through the Lifespan*. 3rd edition. Thousand Oaks, CA: Sage Publications, 2025. ISBN: 978-1071875346.

[DTL](#)

****While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.**

Course Assignments and Activities

1. Reading.

Pre-module: Please read the following by Sept 7 at 9am SK.

- Chapters 1-13 of the Wong et al. (2025) text

During the Module: Please read the following, according to the Class Reading schedule.

- (Monday) Chapters 1 (pp. 7-8 entitled “The Bio-Psycho-Social-Spiritual Approach” and pp. 12-14 entitled “Worldview and Psychology”) of Cashion et al.
- (Tuesday) Chapter 4 (pp. 141-142 entitled “Spiritual Development in Infancy”) of Cashion et al.
- (Wednesday) Chapter 5 (pp. 227-232 entitled “Spiritual Development”) of Cashion et al.
- (Thursday) Chapter 6 (pp. 268-269 entitled “Spiritual Development and Gender Identity” and pp. 284-288 entitled “Spiritual Development”) of Cashion et al.
- (Friday) Chapter 7 (pp. 340-342 entitled “Spiritual Development”) & Chapter 8 (pp. 427-433 entitled “Spiritual Development”) of Cashion et al.

Post-module: Please read the following by Sept 18, 8pm SK.

- Chapters 1, 2, and 10 from Siegel (2020)
- **Due date:** September 7, 9am SK & throughout the module & Sept 18, 8pm SK.

2. *Reflection Journal* (25%).

Students will write a reflection journal after each class to document their personal interactions with Cashion et al. and Wong et al. See the Class Schedule for which readings to interact with for each of the 5 Reflection Journals.

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 are contextual and systemic factors that influence human functioning at various developmental stages?
 - What factors influence one's spiritual development across the lifespan?
 - What role does counselling play either in fostering healthy development or in the healing of past disruptions?
- Related learning outcomes: #3, 5.
 - **Assignment length:** 250 words each (250 words * 5 Reflection Journals)
 - **Due date:** by the end of the day (8pm SK) after each class during the module.

3. *Research Essay* (25%).

Students will select two major developmental theories from Wong et al. Then, they will compare and contrast these theories across stages of the human lifespan (infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood) using the Wong et al. text and five additional journal articles. Students will identify the major challenges individuals face at each stage of human development, and ways of mitigating these challenges, according to the theories selected. Students will critique the theories and report on what aspects of these theories, if any, they might incorporate into their counselling practice.

- Related learning outcomes: #1, 4.
- **Assignment length:** 6-8 pages (300 words per page)
- **Due date:** September 28, 2026

4. *Reflection Essay* (20%).

Students will write a reflection essay describing a formative stage of their own personal development. Students will identify a stage of their own development, think back to that period of their lives, and 'relive' events, persons, and/or specific times that they consider to be particularly significant in their own psycho-spiritual development. Students will identify the person(s), event(s), etc. and their related experiences that influenced their psychological and spiritual growth. How was your experience similar to and/or different from psychological theories (e.g. Erickson, Piaget, others) and faith development theories (e.g., Fowler) regarding this particular life stage? Make sure to cite all required textbooks in your essay.

- Related learning outcomes: #2
- **Assignment length:** 5-6 pages (300 words per page).
- **Due date:** October 13, 2026

4. *Lifespan Assessment Interview* (30%).

Students will conduct a lifespan assessment interview with a candidate 55 years of age or older. The purpose of this assignment is to integrate the candidate's personal developmental history with the psychosocial dynamics discussed in class and in the assigned readings (Cashion et al., Siegel, Wong et al.):

- a) Select a candidate who is willing to participate as a volunteer for this project.
 Note: The candidate must be a minimum of 55 years of age and cannot be a family member. Review and apply the ethical guidelines discussed in Wong et al. Ch 2. This includes having your volunteer sign the HCS Informed Consent Form. Submit the HCS Informed Consent Form to the professor for review and approval before proceeding with any sessions. Inform your volunteer that the interview will likely take a few hours. You may want to split it into two sessions.
- 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.
- c) Using the material obtained from your interview, conceptualize the case study according to one of the major developmental theories (e.g. Erikson, Bronfenbrenner)
- d) Lay out a process of developmental intervention and practical strategies for both the psychological and spiritual aspects of the case.
 - Related learning outcomes: #5, 6.
 - **Assignment length:** 8-10 pages (250 words per page).
 - **Due date:** October 31, 2026.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment
1. Reading	33 hrs	Sept 7, 9am & throughout & Sept 18	Weighting
2. Reflection Journals	5 hrs	8pm each day of the module	25%
3. Research Essay	24 hrs	Sept 28	25%
4. Reflection Essay	12 hrs	Oct 13	20%
5. Lifespan Assessment Interview	26 hrs	Oct 31	30%
Total =	130 hrs		

All assignments are due at 8pm ***SK time***, unless otherwise indicated

Class Schedule

Date	Readings Due	Reflection Journals Cover...	Topics in Class
September 7 at 9am	Wong et al. Chapters 1-13		
Monday, Sept. 7	Cashion et al. Ch 1 (pp. 7,8; 12-14)	Wong et al. Ch 1, 2 Cashion et al. Ch 1 (pp. 7,8; 12-14)	Human Development Through the Lifespan, Theories of Human Development
Tuesday, Sept. 8	Cashion et al. Ch 4 (pp. 141-142)	Wong et al. Ch 3, 4, 5 Cashion et al. Ch 4 (pp. 141-142)	Conception and Prenatal Development, Infancy, Toddlerhood
Wednesday, Sept. 9	Cashion et al. Ch 5 (pp. 227-232)	Wong et al. Ch 6, 7 Cashion et al. Ch 5 (pp. 227-232)	Preschool: Early School Age, Middle Childhood
Thursday, Sept. 10	Cashion et al. Ch 6 (pp. 268-269; 284-288)	Wong et al. Ch 8, 9, 10 Cashion et al. Ch 6 (pp. 268-269; 284-288)	Early Adolescence, Late Adolescence, Early Emerging Adulthood
Friday, Sept. 11	Cashion et al. Ch 7 (pp. 340-342), Ch 8 (pp. 427-433)	Wong et al. Ch 11, 12, 13 Cashion et al. Ch 7 (pp. 340-342), Ch 8 (pp. 427-433)	Middle Adulthood, Late Adulthood, Oldest-Old Elderhood

- No assignments will be accepted after the course end date: *November 2, 2026*.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the course end date unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences, or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.

- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction (potentially including future online video courses) and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

A Bibliography is available on Populi.