TYNDALE SEMINARY
COURSE SYLLABUS

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	WINTER, 2027
Course Title	**LIFESPAN HUMAN DEVELOPMENT**
Course Code	COUN 0654 1S
Date **Time** **Delivery Format**	From January 11, 2027 to April 12, 2027 **Every Wednesday** From 2:15 pm to 5:05 pm SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Wednesdays from 2:15 to 5:05 pm.
Instructor **Contact Information**	**NOHA-CHRISTINE GUORGUI, PHD, RP** Email: nguorgui@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2183
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Connects current research with real-world application, helping students see how developmental psychology plays a role in their own lives and their clinical work. Students will examine human development across the entire life span. Significant theories and up-to-date research concerning lifespan development is discussed, with special attention given to influential theorists. Consideration is given to the connection between the biological, cognitive, and socioemotional process of human development from conception to death. The aim is to assist the student in conceptualizing human development as a framework for understanding the human condition and providing effective interventions toward a holistic approach in clinical counselling. Discussion will also include the integration of faith and psychology, including timely issues of personal relevance to the student's own developmental pathway.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe the lifespan perspective and evaluate the various theories of development.
2. Evaluate development as it occurs across the three separate overlapping domains.
3. Identify important developmental processes and periods and the major challenges faced at each stage.
4. Discuss the importance of genetic foundations of development.
5. Evaluate the environment-heredity interaction and the family's role in development
6. Elaborate on the psychological tasks associated with end-of-life experience.
7. Deduce how underlying theory relates to practice in the conceptualization of human problems.
8. Apply theories of human development to one stage of your own development and reflect on how you were impacted in the areas of cognitive, social emotional and biological development.

College of Registered Psychotherapists of Ontario (CRPO) Competencies taught in this course:
1.1 Integrate a theory of human psychological functioning.
a) Integrate knowledge of human development across the lifespan.
b) Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
c) Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.

2. Integrate knowledge of human development across the lifespan, in the following aspects:
• Cognitive development
• Biological development
• Socioemotional
• Moral development
• Faith development
• and critically evaluate their contributions to counselling.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Cline, Foster and Jim Fay (2020). *Parenting with Love and Logic*. 3 rd Edition, Colorado Springs, CO: NavPress. ISBN 978-1631469060

Kubler-Ross, E. (2014). *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and Their Own Families*. New York: Simon & Schuster. ISBN 978-1476775548 Tyndale Seminary | 3 Revised: August 11, 2025

Santrock, J. (2021). *Life-Span Development*. 18th Edition, Boston: McGraw-Hill. ISBN 978-1260571455 (Note: Due to the expense of this textbook, earlier editions are acceptable no earlier than the 12th edition.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Book Critique #1 – 15% of Final Grade: Due February 3

Students will write a book critique of *Love and Logic* by Foster Cline and Jim Fay, critically examining the book's main ideas, arguments, and recommendations rather than simply summarizing its content. Students will evaluate the authors' approach to parenting and reflect on how the book has influenced their thoughts and beliefs about parenting at various stages of development. The paper should be 3 pages in length (excluding title page and reference pages), typed, double-spaced, and follow APA style.

2. Book Critique #2 – 15% of Final Grade: Due February 24

Students will write a book critique of *On Death and Dying* by Elisabeth Kübler-Ross, critically examining the book's main ideas, including the five stages of grief and the author's insights into the experiences of individuals who are critically ill or nearing death. Rather than simply summarizing the content, students will evaluate the author's ideas and reflect on how the book has influenced their understanding of death, dying, grief, and supporting individuals and families facing terminal illness. The paper should be 3 pages in length (excluding title page and reference pages), typed, double-spaced, and follow APA style.

3. Developmental Case Study Analysis – 30% of Final Grade: Due March 14

Students will analyze a developmental case study by applying concepts and theories discussed in course lectures and readings. The analysis should identify significant developmental tasks, challenges, and transitions experienced by the individual, considering the cognitive, biological, and socioemotional dimensions of development.

Students will apply a minimum of two developmental theories to explain the individual's experiences and examine how family relationships, social environment, and other contextual factors may influence development.

The paper should demonstrate an understanding of human development from a lifespan and biopsychosocial perspective, supported by explicit references to course readings and lectures. The paper should be 6–8 pages in length (excluding title page and reference pages), typed, double-spaced, and follow APA style.

4. Applied Personal Development Paper – 40% of Final Grade: Due April 7

Students will write an applied personal development paper examining a period of their own lifespan development (e.g., early childhood, middle childhood, adolescence, young adulthood, or middle adulthood).

Students will reflect on significant life events and changes during this period and their impact on their sense of self, relationships, values, and faith.

The paper should address all three dimensions of development (cognitive, biological, and socioemotional), with an in-depth focus on one dimension.

Students will apply one or more developmental theories discussed in class and in the readings (e.g., Piaget, Vygotsky, or Erikson) to interpret their experiences and demonstrate an understanding of the selected developmental stage from a lifespan and biopsychosocial perspective.

Explicit references to course readings and lectures are required. The paper should be 13–15 pages in length (excluding title page and reference pages), typed, double-spaced, and follow APA style.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**%**
1. Book Critique #1	15%
2. Book Critique #2	15%
3. Developmental Case Study Analysis	30%
4. Applied Personal Development Paper	40%
TOTAL	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Readings	Topic	Assignments
January 13	Chapter 1	The Nature of Development Theories of Development	
January 20	Chapter 2	Biological Beginnings Genetic Foundations of Development Nature vs. Nurture	
January 27	Chapters 3-4	Prenatal Development & Birth Physical Development in Infancy	
February 3	Chapters 5-6	Cognitive Development in Infancy Socioemotional Development in Infancy	Due: Book Critique #1
February 10	Chapters 7-8	Physical & Cognitive Development in Early Childhood Socioemotional Development in Early Childhood	
February 17	*Reading Days – No Class*		
February 24	Chapters 9-10	Physical & Cognitive Development in Middle & Late Childhood Socioemotional Development in Middle & Early Childhood	Due: Book Critique #2
March 3	Chapters 11-12	Physical & Cognitive Development in Adolescence Socioemotional Development in Adolescence	
March 10	Chapters 13-14	Physical & Cognitive Development in Early Adulthood Socioemotional Development in Early Adulthood	
March 17	Chapters 15-16	Physical & Cognitive Development in Middle Adulthood Socioemotional Development in Middle Adulthood	Due: Developmental Case Study Analysis
March 24	Chapters 17-18	Physical & Cognitive Development in Late Adulthood	
March 31	Chapter 19	Socioemotional Development in Late Adulthood	
April 7	Chapter 20	Death, Dying & Grieving	Due: Applied Personal Development Paper

V. SELECTED BIBLIOGRAPHY

Balswick, J., King, P., & Reimer, K. (2016). *The Reciprocating Self: Human Development in Theological Perspective* (2nd ed). Downers Grove, IL: Inter Varsity Press.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's Ways of Knowing*. New York, NY: Basic Books. Tyndale Seminary | 7 Revised: August 11, 2025

Brown, J., Dahl, C. M., & Reuschling, W. C. (2011). *Becoming Whole and Holy: An Integrative Conversation about Christian Formation*. Grand Rapids, MI: Baker Academic Press.

Bushnell, H. (1979/1989). *Christian Nurture*. Grand Rapids, MI: Baker Book House.

Coles, R. (1990). *The Spiritual Life of Children*. Boston: Houghton Mifflin Company.

Coles, R. (1997). *The Moral Intelligence of Children*. New York, NY: Plume Books.

Coles, R., ed. (2000). *The Erik Erikson Reader*. New York, NY: W.W. Norton and Company.

Conn, J. W., ed. (1996). *Women's Spirituality* (2 nd ed). New York, NY: Paulist Press.

Craig, G. J. (1998). *Human Development*. New Saddle River, NJ: Prentice-Hall.

Crain, W. (1995). *Theories of Development*. New Saddle River, NJ: Prentice-Hall.

Dacey, J. S. & Travers, J. F. (2001). *Human Development Across the Lifespa*n. New York, NY: McGraw Hill.

Downey, Michael. (1997). *Understanding Christian Spirituality*. New York, NY: Paulist Press.

Dykstra, C., & Parks, S., eds. (1986). *Faith Development and Fowler*. Birmingham, AL: Religious Education Press.

Erikson, E. H. (1963). *Childhood and Society*. New York, NY: W.W. Norton & Company.

Erikson, E. H. (1994). *Identity and the Life Cycle*. New York, NY: W.W. Norton.

Erikson, J. (1998). *The Life Cycle Completed*. New York, NY: W.W. Norton.

Feldmeier, P. (2007). *The Developing Christian*. New York, NY: Paulist Press.

Fischer, K. (1995*). Autumn Gospel: Women in the Second half of Life*. New York, NY: Paulist Press.

Forsyth, J. (1989). *Freud, Jung and Christianity*. Ottawa, ON: University of Ottawa Press.

Fowler, J. W. (1995). *Stages of Faith*. San Francisco, CA: Harper & Row.

Gardiner, H. W. et al. (1997). *Lives Across Cultures: Cross-Cultural Human Development*. Boston: Allyn and Bacon.

Gilligan, C. (1982). *In a Different Voice*. Cambridge: Harvard University Press.

Gormly, A. V. (1996). *Lifespan Human Development*. New York, NY: International Thomson Publishing.

Holmes, A. F. (1991). *Shaping Character: Moral Education in the Christian College*. Grand Rapids, MI: William B. Eerdmans Publishing Company.

Kail, R. V., & Cavanaugh, J. C. (2008). *Human Development: A Lifespan View* (5 th ed). Wadsworth Pub. Co.

Kuroyanagi, T. (1996). *Totto-chan: The Little Girl at the Window*. Tokyo, Japan: Kodansha International.

Loder, J. E. (1998). *The Logic of the Spirit: Human Development in Theological Perspective*. San Francisco, CA: Jossey-Bass.

MacKinlay, E. (2006). *Spiritual Growth and Care in the Fourth age of Life*. London: Jessica Kingsley Pub.

Marty, M. E. (2007). *The Mystery of the Child*. Grand Rapids, MI: William B. Eerdmans Publishing Company.

Newman, B. M., and Newman, P. R. (2007). *Theories of Human Development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Packer, M. J., & Tappen, M. B., eds. (2001). *Cultural and Critical Perspectives on Human Development*. Albany, NY: State University of New York.

Paludi, M. A. (2001). *Human Development in Multicultural Contexts*. Upper Saddle River, NJ: Prentice Hall.

Parks, S. D. (2000). *Big Questions, Worthy Dreams: Mentoring Young Adults in their Search for Meaning, Purpose and Faith*. San Francisco, CA: Jossey-Bass.

Patton, J. (2006). *Jungian Spirituality: A Developmental Context for Late-Life Growth*. American Journal of Hospice and Palliative Medicine, 23, 304-308.

Pembroke, N. (2017). *Foundation of Pastoral Counseling: Integrating Philosophy, Theology and Psychotherapy*. SCM Press.

Piaget, J., & Inhelder, B. (1969). *The Psychology of the Child*. New York, NY: Basic Books.

Setran, D. P., & Kiesling, C. A. (2013). *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Academic.

Slee, N. (2004). *Women's Faith Development*. Aldershot, UK: Ashgate Publishing Ltd.

Stonehouse, C. (1998). *Joining Children on the Spiritual Journey*. Grand Rapids, MI: Baker Books.

Thomas, R. M. (2001). *Recent Theories of Human Development* (3rd ed). London: Sage Publications, Inc.

Vygotsky, L. S., & Kozulin, A. (2012). *Thought and Language* (revised and expanded ed). MIT Press.

Whiting, J. W., et.al. (1994). *Culture and Human Development: The Selected Papers of John Whiting*. Cambridge: Cambridge University Press.

Wilhoit, J. C. and Dettoni, J. M. (1995). *Nurture that is Christian*. Grand Rapids, MI: Baker Books.

Wink, J. & Putney, L. (2002). *A Vision of Vygotsky*. Boston, MA: Allyn and Bacon.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note: *Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.*

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus,

grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.