

**HUMAN GROWTH AND TRANSFORMATION**  
**PC 408-3, Fall 2015**  
**W & F, 10:00-11:20**  
**Schlegel Hall 122**

Carol J. Cook, Instructor  
 Schlegel Hall 302  
 895-3411, x379 or 992-9379  
 Office hours by appt.

Faculty secretary:  
 Laura March, x382  
 Schlegel Hall 307

***Course Description***

Various perspectives on the developmental process will be examined from the fields of theology, psychology, sociology, and marriage and family therapy. Attention is given to the growth of cognitive structures within various cultural contexts; psychosocial, moral, and faith development through the life span; issues surrounding the family life cycle; and models of transformation, both personal and systemic. The course encourages students to reflect on their own developmental experiences in light of their religious heritage as well as to explore the implications of course content for their ministries of pastoral care and counseling in a multicultural world.

***Student Learning Outcomes***

<b><u>By the end of the semester, students will:</u></b>	<b><u>Student Learning Outcomes (SLO) &amp; MFT Competencies (MFTC:)</u></b>	<b><u>Assessment Signature Assignments</u></b>
Recognize, critique, and utilize individual psycho-social and faith development theories as they inform clinical and pastoral case conceptualizations and interventions	SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy. MDiv SLO: 3 MFTC: 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes... 2.3.8...demonstrate a preliminary ability to integrate these factors into clinical observations that relate to eliciting a relevant and accurate biopsychosocial-spiritual history to understand the context of the clients' problems. 4.5.1...respect multiple perspectives...	Faith Development Paper Multicontextual Life Cycle Study Paper Class Participation
Comprehend and utilize the multicontextual life cycle framework involved in case and situation assessments	SLO 4: able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems... MDiv SLO: 9 MFTC: 1.2.1...recognize contextual and systemic dynamics that affect individual and family life cycle development	Multicontextual Life Cycle Study Paper Family Life Cycles Paper Class Participation

	5.4.2 Monitor attitudes, personal wellbeing, personal issues...to ensure they do not impact therapy process... 4.5.1...respect multiple perspectives...	
Understand the principles of human development such as gender development, family development and processes; diversity; power, privilege, and oppression	SLO 1:... able to conduct multicultural, evidence-based therapy with individuals, couples and families... SLO 4: able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems... MDiv SLO: 5, 6, 7 MFTC: 2.1.1... Understand principles of human development, sexuality, gender,...couple and family processes...	Family Life Cycles Paper Multicontextual Life Cycle Study Paper
<p><b>Multicultural Therapy Definition:</b> Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue &amp; Sue 2008)</p>		
<p><b>Evidence-based Practice Definition:</b> EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).</p>		

## ***Bibliography***

### **Main texts**

Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Bantam Books, 1970.

Broderick, Patricia C. and Pamela Blewitt. *The Life Span: Human Development for Helping Professionals*, 4<sup>th</sup> ed. NJ: Pearson Education, Inc., 2015.

### **On CAMS**

Boyatzis, Chris, J., David C. Dollahite, and Loren D. Marks. "The Family as a Context for Religious and Spiritual Development in Children and Youth." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyne King, Linda Wagener, and Peter L. Benson, 297-309. Thousand Oaks: Sage Publications, 2006.

Dykstra, Craig. "Growing in Faith." In *Growing in the Life of Faith: Education and Christian Practices*, 2<sup>nd</sup> ed., 34-49. Louisville: WJKP, 2005.

Fowler, James W. "Faith Development at 30: Naming the Challenges of Faith in a New Millennium." *Religious Education* 99, no. 4 (Fall 2004): 405-421.

Fowler, James W. and Mary Lynn Dell. "Stages of Faith from Infancy through Adolescence: Reflections on Three Decades of Faith Development Theory." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyne King, Linda Wagener, and Peter L. Benson, 34-45. Thousand Oaks: Sage Publications, 2006.

Friedman, Harris, Stanley Krippner, Linda Riebel, and Chad Johnson. "Models of Spiritual Development." In *The Oxford Handbook of Psychology and Spirituality*, edited by Lisa J. Miller, 207-220. Oxford: Oxford University Press, 2012.

McGoldrick, Monica and Tazuko Shibusawa. "The Family Life Cycle." In *Normal Family Processes: Growing Diversity and Complexity*, 4<sup>th</sup> ed., edited by Froma Walsh, 375-398. New York: The Guilford Press, 2012.

Mattis, Jacqueline S., Muninder K. Ahluwalia, Sheri-Ann E. Cowie, and Aria M. Kirkland-Harris. "Ethnicity, Culture, and Spiritual Development." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyne King, Linda Wagener, and Peter L. Benson, 283-296. Thousand Oaks: Sage Publications, 2006.

Oser, Fritz K., W. George Scarlett, and Anton Bucher. "Religious and Spiritual Development throughout the Life Span." In *Handbook of Child Psychology*, 6<sup>th</sup> ed., Volume One, edited by Richard M. Lerner, 966-972. John Wiley & Sons, Inc., 2006.

- Pargament, Kenneth I., Nichole A. Murray-Swank, Gina M. Magyar, and Gene G. Ano. "Spiritual Struggle: A Phenomenon of Interest to Psychology and Religion." In *Judeo-Christian Perspectives on Psychology: Human Nature, Motivation, and Change*, edited by William R. Miller and Harold D. Delaney, 245-268. Washington, DC: American Psychological Association, 2005.
- Patel, Eboo. "Identity Politics" In *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*, 37-58. Boston: Beacon Press, 2007.
- Roehlkepartain, Eugene C. and Eboo Patel. "Congregations: Unexamined Crucibles for Spiritual Development." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson, 324-336. Thousand Oaks: Sage Publications, 2006.
- Schwartz, Kelly Dean, William M. Bukowski and Wayne T. Aoki. "Mentors, Friends, and Gurus: Peer and nonparent Influences on Spiritual Development." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson, 310-323. Thousand Oaks: Sage Publications, 2006.

### **Books on library reserve**

- McGoldrick, Monica, Better Carter and Nydia Garcia-Preto. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*, 4<sup>th</sup> ed. Boston: Allyn & Bacon, 2011.
- McGoldrick, Monica, Randy Gerson, and Sueli Petry. *Genograms: Assessment and Intervention*, 3<sup>rd</sup> ed. New York: W.W. Norton & Company, 2008.

## **APPENDIX 1 – DESCRIPTION OF ASSIGNMENTS**

Human Growth and Transformation, Fall 2015

### **Grading Standard for Assignment #1: Faith Development Paper (15%)**

***DUE in class: 12/2/15 (bring hardcopy to class)***

### **Grading Standard for Assignment #2: Family Life Cycles Paper (25%)**

***DUE in class: 10/21/15 (bring hardcopy to class)***

### **Grading Standard for Assignment #3: Final Multicontextual Life Cycle Study Paper (40%)**

***Completed project DUE no later than Thursday noon, 12/17/15: bring hard copy to my office, Schlegel 302***

### **Grading Standard for Class Participation (20%)**

## Human Growth and Transformation Comprehensive Rubric

**Scoring Directions:** Mark or highlight observations in each area. Complete rating score at the end of the rubric.

**Scoring:** 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student's level of training.

**Level of Training:** Expectation for this class is achievement of Introduction to Knowledge and Skill

<b>Assignment I: Faith Development Paper</b>				
<b>Directions:</b> Write a 2-3 page, double-spaced paper (approximately 800 words) articulating your understanding of what it means to grow in faith. You need to include reflections on Fowler's stages of faith and incorporate at least 3 additional assigned readings for class periods covering faith and spiritual development.				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment: <hr/>
Provides exceptionally clear, concise statements related to the descriptions of faith development found in the readings; reflects critical comprehension of authors' engagement with various depictions of faith and what it means to grow in faith, including that of Fowler. Explicitly and appropriately incorporates material and critical analysis from the readings.	Provides clear, concise statements related to the descriptions of faith development found in the readings; reflects comprehension of authors' engagement with various depictions of faith and what it means to grow in faith, including that of Fowler. Explicitly and appropriately incorporates material from the readings.	Shows good comprehension of the author's descriptions. Statements are clear, but not fully supported or "filled out."		SLO: 5 MFTC: 2.3.8  Score: <hr/>
Shows exceptional ability critically to integrate the authors' positions into own understanding of growth in faith. Clearly articulates own understanding, even as a "work in progress."	Shows ability to integrate the authors' positions into own understanding of growth in faith. Clearly articulates own understanding, even as a "work in progress."	Shows some ability to integrate the authors' positions into own understanding of growth in faith. Articulates a current understanding, even as a "work in progress."		SLO: 5 MFTC: 2.3.8  Score: <hr/>
Student uses clear paragraphs with topic sentences and supporting arguments. Student's review and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary. Exceptional writing skills.	Student uses clear paragraphs with topic sentences and supporting arguments. Student's review and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.	Student uses clear paragraphs with topic sentences and supporting arguments. Analysis shows logical flow, but may not be supported adequately by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear.		SLO: NA MFTC: NA  Score: <hr/>
Student carefully follows APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows	Student carefully follows APA or Chicago/Turabian style guidelines, uses effective sentence construction and	Student follows APA or Chicago/Turabian style, but demonstrates style errors. Sentences lack clarity or		NA  Score: <hr/>

evidence of careful editing and proofreading.	professional vocabulary. Shows evidence of careful editing and proofreading.	demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.		
<b>Assignment II: Family Life Cycles Paper</b> <b>Directions:</b> Write a 3-4 page double-spaced paper on your individual and family life cycles. <ol style="list-style-type: none"> <li>Describe your family of origin's <u>current</u> FLC stage from the perspective of your parents' generation, drawing from relevant chapters in the McGoldrick, Carter, and Garcia-Preto text. Note similarities to and differences from your family's experience and the descriptions found in the textbook.</li> <li>Describe your immediate (i.e. created) family's life cycle stage (includes single and partnership life cycles) in relationship to relevant chapters in the McGoldrick et al. text. Note similarities to and differences from your experience and the descriptions found in the textbook.</li> <li>With what individual life cycle stage do you most identify at this point in your life, chronologically or descriptively and why? Discuss this in light of at least one other of the individual stage theories presented in the course readings. How is your individual life stage affected by your place in both family life cycles and/or vice versa?</li> </ol>				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
Provides exceptionally clear, concise descriptions of family life cycles; explicitly, accurately, and thoughtfully incorporates selected material from relevant readings. Demonstrates excellent critical analysis.	Provides clear, concise descriptions of family life cycles; explicitly, accurately, and thoughtfully incorporates selected material from relevant readings.	Provides descriptions of family life cycles; includes connections to relevant readings but these seem somewhat random and not fully developed.	UA	SLO: 4 MFTC: 1.2.1, 2.1.1
Includes specific and complete discussion of points of similarity and divergence between own life experience and textbook descriptions; reflects a close and critical reading of the text.	Includes specific and relatively complete discussion of points of similarity and divergence between own life experience and textbook descriptions; reflects a close reading of the text.	Mentions points of similarity and divergence between own life experience and textbook descriptions but in a general way.		SLO 4 MFTC: 5.4.2
Shows exceptional comprehension of at least two individual development theories and explains clearly and succinctly application to self-understanding.	Shows strong comprehension of at least two individual development theories and explains clearly and succinctly application to self-understanding.	Indicates some comprehension of two theories and makes connections to self-understanding.		SLO 1, 4 MFTC: 1.2.1, 2.1.1
Student uses clear paragraphs with topic sentences and supporting arguments. Student's descriptions and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summaries and points.	Student uses clear paragraphs with topic sentences and supporting arguments. Student's descriptions and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summaries and points.	Student uses clear paragraphs with topic sentences and supporting arguments. Analysis shows logical flow, but may not be supported adequately by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear.		SLO: NA MFTC: NA
Student carefully follows APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student carefully follows APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student follows APA or Chicago/Turabian style, but demonstrates style errors. Sentences lack clarity or demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.		SLO: NA MFTC: NA

### Assignment III: Final Multicontextual Life Cycle Study Paper

**Directions:** Write a 7-8 page developmental assessment paper utilizing the multicontextual framework and an approach to faith development.

1. Read Maya Angelou's memoir, *I Know Why the Caged Bird Sings*.
2. Gather as much information as you can related to Angelou's developmental contexts including family and individual life cycles, stressors, social and cultural factors, etc.
3. Write a developmental summary and analysis of your investigation that includes the sections named in the rubric below.

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for assignment:
Provides exceptionally clear, concise description and analysis of the person's <u>individual life cycle stage</u> , explicitly and critically supported by relevant course readings and illustrations.	Provides clear, concise description and analysis of the person's individual life cycle stage, explicitly supported by relevant course readings and illustrations.	Provides description and analysis of the person's individual life cycle stage with some supporting documentation from readings.		SLO: 1, 4 MFTC: 2.1.1, 2.3.8
Includes exceptional descriptions of the person's <u>family life cycle context</u> (stage, stresses, strengths, etc.), <u>multi-generational context</u> (patterns, themes, losses, rituals, etc.), and <u>socio-cultural context</u> (resources and inequities, etc.). Clearly, appropriately, and critically incorporates illustrations from the book to demonstrate or document points made. Similarly incorporates explicit references to course readings material to support observations and theoretical application and analysis.	Includes descriptions of the person's <u>family life cycle context</u> (stage, stresses, strengths, etc.), <u>multi-generational context</u> (patterns, themes, losses, rituals, etc.), and <u>socio-cultural context</u> (resources and inequities, etc.). Clearly and appropriately incorporates illustrations from the book to demonstrate or document points made. Similarly incorporates explicit references to course readings material to support observations and theoretical application and analysis.	Omits one of these contexts and/or relevant categories of assessment. Supporting documentation not always provided, well stated, fully developed, or significant.		SLO: 1, 4 MFTC: 1.2.1, 2.1.1, 2.3.8
Provides exceptional descriptions of the person's faith development such as significant catalysts or inhibitors of growth in faith. Clearly, critically and appropriately incorporates illustrations from the person's life story to demonstrate or document points made. Include clear and nuanced analysis of how this particular faith study informs student's more general understanding of what it means for persons to grow in faith.	Includes descriptions of the person's faith development such as significant catalysts or inhibitors of growth in faith. Clearly and appropriately incorporates illustrations from the person's life story to demonstrate or document points made. Includes analysis of how this particular faith study informs student's more general understanding of what it means for persons to grow in faith.	Description and reflection on the person's growth in faith included but supporting documentation and analysis of faith development approaches are not fully developed.		SLO: 4, 5 MFTC: 2.1.1, 2.3.8,
Student uses clear paragraphs with topic sentences and supporting arguments. Student's review and	Student uses clear paragraphs with topic sentences and supporting arguments. Student's	Student uses clear paragraphs with topic sentences and supporting arguments. Analysis shows logical		SLO: NA MFTC: NA

analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.	review and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.	flow, but may not be supported adequately by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear.		
Student carefully follows either APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student carefully follows either APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student follows APA or Chicago/Turabian style, but demonstrate style errors. Sentences lack clarity or demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.		SLO: NA MFTC: NA



**Assignment: Class Participation**

**Directions:** Contribute to the learning of class members through prompt and regular class attendance, completion of reading and writing assignments on time, and thoughtful, appropriate participation in class discussions. Includes preparing a brief opening devotion and then facilitating a class discussion around a case from the day's assigned readings for approximately 30 minutes that allows the class to apply concepts from the readings to a particular case. **Students should come to class with copies of 1) a genogram of the case family context, 2) a one page outline of the chapter's key concepts that relate to the case, and 3) a set of discussion questions (in addition to those in the textbook) that invites engagement with key points from the chapter as well as theological/spiritual reflection.**

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category: _____
Regularly supports relevant and exceptionally well-formed statements in class discussion with examples from the readings, reflecting accurate comprehension of assigned readings. Exhibits openness to reflecting critically on implications and ideas discussed from readings and other course content. Exhibits attention to and ability to appropriately engage contributions of classmates in class discussion.	Regularly supports relevant statements in class discussion with examples from the readings, reflecting accurate comprehension of assigned readings. Exhibits openness to reflecting critically on implications and ideas discussed from readings and other course content. Exhibits attention to and ability to appropriately engage contributions of classmates in class discussion.	Supports some statements in class discussion with relevant examples from the readings. Exhibits some openness to critical reflection and engages contributions of classmates during discussions.		SLO: 1, 4 MFTC: 4.5.1  Score: _____
Maintains prompt and regular class attendance.	Maintains prompt and regular class attendance.	Unexcused absence; tardiness.		SLO: NA MFTC: NA  Score: _____
Comes thoroughly prepared with thoughtful and critical questions about a selected case and facilitates a class discussion related to the assigned readings.	Comes thoroughly prepared with thoughtful questions about a selected case and facilitates a class discussion related to the assigned readings.	Comes prepared with questions about a selected case and facilitates a class discussion related to the assigned readings.		SLO: 1, 4 MFTC: 4.5.1, 5.4.2  Score: _____

Grade: \_\_\_\_

Comments:

**SEMINARY POLICIES** – See Student Handbook for policies on use of inclusive language, academic honesty, citation, attendance, and special accommodations. **(NOTE FOR COAMFTE: These policies are normally inserted but removed due to space limitations for the self-study.)**

**ADDITIONAL COURSE POLICIES****Evaluation of written assignments**

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading and proper citation of sources.

Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters.

Tutors are available to work with you on study habits, reading skills, and writing assignments.

### **Classroom Discussion**

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

### **Late papers**

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

### **Use of Electronic Devices in Class**

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others.

Therefore, the use of laptops in class is discouraged and may be prohibited depending on classroom dynamics. It is assumed that students will not send or read text messages during class. All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. Checking of email or social networking sites will be grounds for dismissal from the session and will result in a zero for the class attendance and participation grade for the semester.

### **Grading Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60