

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

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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

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
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>Multicultural Therapy Definition: 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 & Sue 2008)</p>		
<p>Evidence-based Practice Definition: 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*, 4th 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 Ebstyn 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*, 2nd ed., 34-49. Louisville: WJKP, 2005.

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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*, 4th 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 Ebstyn 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*, 6th 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.

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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*, 4th ed. Boston: Allyn & Bacon, 2011.

McGoldrick, Monica, Randy Gerson, and Sueli Petry. *Genograms: Assessment and Intervention*, 3rd ed. New York: W.W. Norton & Company, 2008.