

HUMAN GROWTH AND TRANSFORMATION
PC 408-3, Fall 2016
T & R, 3:00 – 4:20 PM
Schlegel Hall 122

Ashley Hicks White, Instructor
 Schlegel Hall 202
 895-3411, x 299 or 992-9299
 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 psychology, sociology, theology, 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, M. (1997). *I know why the caged bird sings*. Bantam Dell Publishing Group.

Print Reserve in Library

Broderick, P. C. & Blewitt, P. (2015). *The Life Span: Human Development for Helping Professionals*, 4th ed. NJ: Pearson Education, Inc.

Print Reserve in Library

On CAMS

Boyatzis, C. J., Dollahite, D. C., & Marks, L. D. (2006). The family as a context for religious and spiritual development in children and youth. *The handbook of spiritual development in childhood and adolescence*, 297-309.

Bryant, A. N., & Astin, H. S. (2008). The correlates of spiritual struggle during the college years. *The Journal of Higher Education*, 79(1), 1-27.

Dykstra, C. (2005) Growing in Faith. *Growing in the Life of Faith: Education and Christian Practices*, 2nd ed., 34-49. Louisville: WJKP, 2005.

Fowler, J. W. (2004). Faith development at 30: Naming the challenges of faith in a new millennium. *Religious Education*, 99(4), 405-421.

Fowler, J. W., & Dell, M. L. (2006). Stages of faith from infancy through adolescence: Reflections on three decades of faith development theory. *The handbook of spiritual development in childhood and adolescence*, 34-45.

Friedman, H., Krippner, S., Riebel, L., & Johnson, C. (2012). 14 Models of Spiritual Development. *The Oxford Handbook of Psychology and Spirituality*, 207-220.

McGoldrick, M. & Shibusawa, T. (2012). The Family Life Cycle. In F. Walsh (Ed.) *Normal Family Processes: Growing Diversity and Complexity*, 4th ed., (375-398). New York: The Guilford Press.

Mattis, J. S., Ahluwalia, M. K., Cowie, S. E., & Kirkland-Harris, A. M. (2006). Ethnicity, culture, and spiritual development. *The handbook of spiritual development in childhood and adolescence*, 283-296.

Oser, F. K., Scarlett, W. G., & Bucher, A. (2006). Religious and spiritual development throughout the life span. *Handbook of child psychology*, 966-972.

Pargament, K. I., Murray-Swank, N., Magyar, G. M., & Ano, G. G. (2005). Spiritual struggle: A phenomenon of interest to psychology and religion. *Judeo-Christian perspectives on psychology: Human nature, motivation, and change*, 245, 268.

Patel, E. (2007) "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.

Roehlkepartain, E. C., & Patel, E. (2006). Congregations: Unexamined crucibles for spiritual development. *The handbook of spiritual development in childhood and adolescence*, 324-336.

Schwartz, K. D., Bukowski, W. M., & Aoki, W. T. (2006). Mentors, friends, and gurus: Peer and nonparent influences on spiritual development. *The handbook of spiritual development in childhood and adolescence*, 310-323.

Books on library reserve

Carter, E. A., & McGoldrick, M. (Eds.). (2011). *The expanded family life cycle: Individual, family, and social perspectives, 4th edition*. Allyn & Bacon.

Course Requirements

1. Course Readings, Attendance, and Participation (This category is worth 20% of your overall grade. Half of this category will be based on attendance and participation in classroom activities and discussion. The other 50% will be based on engagement in assigned course readings as discussed in appendix A).
2. Family Life Cycles Paper – Assignment 1
3. Family Development Paper – Assignment 2
4. Final: Multicontextual Life Cycle Study Paper – Assignment 3

Comprehensive Rubric for Assignments

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

Assignment I: Family Life Cycles Paper (25%)				
Directions: Write a 4-5 page double-spaced paper on your individual and family life cycles.				
<ol style="list-style-type: none"> 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. 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. 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? 				
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 II: Faith Development Paper (15%)				
Directions: 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:
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:
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:
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:
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.		NA Score:

Assignment III: Final Multicontextual Life Cycle Study Paper (40%)

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 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	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	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		SLO: NA MFTC: NA

clear points, and effective summary.	introduction, body of text that makes clear points, and effective summary.	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

Course Policies

Student responsibility- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

Classroom Behavior - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary. You are expected to adhere to the following principles during class: 1) no text messaging, phone calls, emailing, or surfing the internet; and 2) no side conversations irrelevant to the class.

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language: <http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

Attendance Policy- According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Late work – No make-up work for unexcused absences will be accepted. Late work will not be accepted unless the instructor is notified within 24 hours of the due date and the student is able to provide written documentation to verify the excuse. Acceptable excused absences include death of an immediate family member, an obligatory school function or illness with a doctor's note. In order for these absences to be excused, students must provide documentation of their absence. If you have

an excused absence, you will be allowed to make-up assignments that you missed as a result of your absence. Arrangements for make-up assignments are to be coordinated with the instructors. Assignments are due at the beginning of class unless otherwise specified.

Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 6th edition. If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

Academic Honesty - All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

Special Accommodations - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Summary of Grading

20% Readings, Class Participation, and Attendance

25% Family Life Cycles Paper

15% Faith Development Paper

40% Multicontextual Life Cycle Study Paper

100% Total

Grading Scale

A 96.6-100

A- 93.6-96.5

B+ 90.6-93.5

B 87.6-90.5

C 85.6-87.5

C+ 83.6-85.5

C 81.6-83.5

C- 79.6-81.5

D 70.6-79.5

F Below 70.6

Course Schedule

Week 1 Introductions

R 9/8 Introductions

Week 2 Multicontextual Family Life Cycle

T 9/13 The Multicontextual Family Life Cycle Framework
McGoldrick & Shibusawa, pp. 375-398 (CAMS)

R 9/15 Family Life Cycle Framework and Assessment
Ch 1. The Life Cycle in Its Changing Context: Individual, Family, and Social Perspectives in McGoldrick, Preto, & Carter (2016)

Week 3 Introduction to Developmental Theory

T 9/20 Organizing themes in development
B&B, Chapter 1

R 9/23 Epigenesis and the Brain
B&B, Chapter 2
DUE: FLC Paper (Assignment #1 on rubric)

Week 4 Cognitive and Emotional Development

T 9/27 Emotional Development
B&B, Chapter 4

R 9/29 Cognitive Development
B&B, Chapter 3 & 6

Week 5 Spiritual and Faith Development

T 10/4 Fowler and Faith Development
Fowler & Dell, pp. 34-45 (CAMS)
Fowler, pp. 405-421 (CAMS)

R 10/6 Other Models of Spiritual Development
Dykstra, pp. 34-49 (CAMS)
Friedman et al., pp. 207-220 (CAMS)
Oser et al., pp. 966-972 (CAMS)

Week 6 Ecology of Spiritual Development

- T 10/11 Family and Culture**
Boyatzis et al., pp. 297-309 (CAMS)
Mattis et al., pp. 283-296 (CAMS)
- R 10/13 Community Context**
Roehlkepartain & Patel, pp. 324-336 (CAMS)
Schwartz et al., pp. 310-323 (CAMS)

**RESEARCH AND STUDY WEEK
(October 17th – October 21st, 2016)**

Week 7 The Role of Self

- T 10/25 The Emerging Self in the Early Years**
B&B, Chapter 5
- R 10/27 Self and Moral Development**
B&B, Chapter 7
DUE: Faith Development Paper (Assignment #2 on rubric)

Week 8 Social Development

- T 11/1 Gender & Peer Relationships**
B&B, Chapter 8
- R 11/3 The Social World of Adolescence**
B&B, Chapter 10

Week 9 Physical Cognitive and Identity Development

- T 11/8 Physical, Cognitive, and Identity Development in Adolescence**
B&B, Chapter 9
Patel, pp, 37-58 (CAMS)
- R 11/10 Physical and Cognitive Development in Young Adulthood**
B&B, Chapter 11

Week 10 *Spiritual Struggle and Spiritual Development*

- T** **11/15** **Spiritual Struggle and Development**
Pargament et al., pp. 245-268 (CAMS)
- R** **11/17** **Correlates of Spiritual Struggle**
Bryant & Astin (2008) (CAMS)

Week 11

- T** **11/22** **Socioemotional and Vocational Development in Young Adulthood**
B&B, Chapter 12
- R** **11/24** **THANKSGIVING**

Week 12

- T** **11/29** **Middle Adulthood**
B&B, Chapter 13
- R** **12/1** **Living Well**
B&B, Chapter 14

Last Week

- T** **12/6** **Gains and Losses in Late Adulthood**
B&B, Chapter 15
- R** **12/8** **Course Wrap up and Conclusions**