

HUMAN GROWTH AND TRANSFORMATION
PC 408-3, Fall 2017
T & Th, 10:00-11:20
Schlegel Hall 121 (rev. 10-21-17)

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 895-3411, x379 or 992-9379
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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 spiritual 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/Spiritual Development Paper Class participation |
| Comprehend the relational development systems paradigm and 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 | Reading response summaries Supplemental reading outline Class Participation |

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| | 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: 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... | Reading summaries Class participation Final coda |
| <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” (Gehart, 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> | | |

Seminary and Course Policies:

Academic Honesty

All work turned in to the instructors 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. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Citation Policy

All dual degree or MFT students must follow the guidelines of the American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010. Copies of this guide are available at the library and in the Academic Support Center.

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. ***Four or more absences may result in a failing grade in the course.***

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (bherrintonhodge@lpts.edu) during the first few days of the course and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructors.

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

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.

Policy on late work

All written assignments are due on the date given in the syllabus. 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

Many of us are becoming increasingly addicted to our electronics such that we are unable to focus on other (more important) matters for a period of time. Thus, we ask that we create a time and space to set aside such distractions as email, Facebook, and texting in order to engage our minds and hearts. Do not send or read text messages during class. Cell phones should be silenced and/or turned off and put away. In the event that you have a legitimate need to be accessible during class, you may ask me for an exception to this rule. Laptops should not be used if you cannot trust yourself to restrict your use to note-taking. You may not access the Internet during class time. Any misuse of electronic devices during class time, including checking of email or social networking sites, will be grounds for dismissal from the session.

Bibliography

Main texts

- Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Bantam Books, 1970 (or any other edition).
- Balswick, Jack O., Pamela Ebstyn King, and Kevin S. Reimer. *The Reciprocating Self: Human Development in Theological Perspective*, 2nd ed. Downers Grove, IL: IVP Academic, 2016.
- Pramuk, Christopher. *Hope Sings, So Beautiful: Graced Encounters Across the Color Line*. Collegeville, Minnesota: Liturgical Press, 2013.
- Siegel, Daniel J. *Mindsight: The New Science of Personal Transformation*. New York: Bantam Books, 2010.

Also on reserve

- Broderick, Patricia C. and Pamela Blewitt. *The Life Span: Human Development for Helping Professionals*, 4th ed. NJ: Pearson Education, Inc., 2015. (LS)
- McGoldrick, Monica, Nydia Garcia Preto, and Betty Carter. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*, 5th ed. Boston: Pearson, 2016. (EFLC)
- Walsh, Froma. *Strengthening Family Resilience*, 3rd ed., New York: The Guilford Press, 2016.

On CAMS

- Berger, Kathleen Stassen. *The Developing Person through the Life Span*, 7th ed., 34-45. New York: Worth, 2008.
- 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.

- Boyd-Franklin, Nancy. "Religion and Spirituality in African American Families." In *Black Families in Therapy: Understanding the African American Experience*, 2nd ed., 125-143. New York: The Guilford Press, 2003.
- Boyd-Franklin, Nancy and Melanie Karger. "Intersections of Race, Class and Poverty: Challenges and Resilience in African American Families." In *Normal Family Processes: Growing Diversity and Complexity*, 4th ed., 273-296. New York: Guilford Press, 2012.
- Browning, Don S. and Terry D. Cooper. *Religious Thought and the Modern Psychologies*, 2nd ed., 1-20. Minneapolis: Fortress Press, 2004.
- Hogan, John D. "Developmental Psychology: History of the Field." In *Encyclopedia of Psychology*, Vol 3, edited by Alan E. Kazdin, 9-13. American Psychological Association: Oxford University Press, 2000.
- 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.
- 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.
- Rogoff, Barbara. *The Cultural Nature of Human Development*, 3-51. New York: Oxford University Press, 2003.
- 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.
- Surr, John. "Links between early attachment experiences and manifestations of spirituality." *International Journal of Children's Spirituality* 16, no 2 (May 2011): 129-141.
- Walsh, Froma. *Strengthening Family Resilience*, 3rd ed. Chapters 2, 9, & 10. New York: The Guilford Press, 2016.

Assignments for HG&T, Fall 2017

Participation (15%)

Evaluated by the following criteria:

- accurate use of material assigned
- attention to and ability to engage contributions of classmates
- openness to reflect critically on the implications of ideas discussed from readings and presentations
- prompt, regular attendance; absences and/or tardiness will seriously impact your participation and overall course grade
- lead no longer than a 10 minute opening devotion in class. This can be based on Pramuk's *Graced Encounters* OR of your own design.

One and ½ to 2 page summary or outline: 6 of these are due in hardcopy in class, during the semester when no other writing assignment is due, describing what **two readings** (excluding Angelou) contributed to your ongoing understanding of human development. (5% each; 30% total)

- while these can be in either prose or outline form, please include either an introductory or summative paragraph that articulates the main point/thesis of the reading
- the body of the paper should highlight key learnings/take aways from the reading as a whole, and not be a skeletal outline
- they should also include a wondering or question that you have based on the reading(s)

One chapter supplemental reading on a developmental stage: Present a brief outline in whatever way you choose, of what the supplemental chapter adds to your understanding of this particular stage of human (individual and/or family) development. Time limit 15-20 minutes.

DUE in class: Submit the outline of the supplemental chapter and a two page paper (not an outline) connecting the supplemental reading to the required readings for the day. (20%)

2-3 page analysis of Angelou's faith/spiritual development (through Chapter 21) in dialogue with the readings assigned for 11/14, 11/16, and 11/28. How is hers similar to and/or different from your own? (15%)

DUE in class in hardcopy: 11/28/17

3-4 page coda looking back over your semester outlines, summaries, and readings, collate your understanding of the nature of human development and how you imagine that this will affect your work as a marriage and family therapist, pastoral counselor, or pastor. (20%)

DUE: no later than 12:00 noon, Thursday, 12/14 in hardcopy, Schlegel 302.

Grading Scale:

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|----|----------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D | 60-69 |
| F | Below 60 |

CLASS SCHEDULE

Th 9/7 **Introductions**

Week 1

T 9/12 **The Cultural Nature of Human Development**
Rogoff (CAMS)

Th 9/14 **The Relational Developmental Systems Paradigm**
Balswick et al., Chapter 5

Week 2 *Pramuk, Chapter 1*

T 9/19 **History of Developmental Psychology**
Balswick et al., Chapter 4
Berger, “Grand Theories” (CAMS)
Hogan, “History of the Field” (CAMS)

Th 9/21 **The Developmental Dilemma**
Balswick et al., Chapters 1 and 2
Browning, “Faith and the Modern Psychologies” (CAMS)

Week 3 *Pramuk, Chapter 2*

T 9/26 **The Family Life Cycle**
Walsh, “Families in a Changing World” (CAMS)
Walsh, “Challenges and Resilience over the FLC” (CAMS)

Th 9/28 **Resilience in African American Families**
Angelou, Chapters 1-6 as case study
Boyd-Franklin & Karger, “Intersections of Race, Class, and Poverty” (CAMS)
Boyd-Franklin, “Religion and Spirituality in African American Families” (CAMS)

Week 4

T 10/3 Human development, neuroscience, and the brain O: Laura G.
Balswick et al., Chapter 6, pp. 131-139
Siegel, Chapters 1-4

Th 10/5 Infancy and attachment O: Mandy
Balswick et al., Chapter 6, pp. 140-154
Siegel, Chapter 9, pp. 166-172
LS Chapter 4 Tavi
EFLC Chapter 15 Mandy

Week 5

T 10/10 Adult attachment O: Andy
Siegel, Chapter 9, pp. 173-189
Siegel, Chapter 11

Th 10/12 Childhood O: Julia
Ashton in McGoldrick et al., “LGBT Individuals and the FLC”
Balswick et al., Chapter 7
Surr, “Links between early attachment experiences and manifestations of spirituality” (CAMS)
LS Chapter 6 Julia
LS Chapter 8 Ronald

10/16-20 Research and Study Week

Week 6

T 10/24 Trauma and resilience O: Gail
Angelou, Chapters 7-15
ACE study: <https://www.cdc.gov/violenceprevention/acestudy/index.html>
Siegel, Chapter 8

Th 10/26 Polyvagal theory
van der Kolk, Bessel, Foreword from Stephen Porges’ *The Polyvagal Theory*
Guest: Karen C. Bess, MA, LMFT

Week 7

- T 10/31 Adolescence** O: Laura
Angelou, Chapters 16-21
Balswick et al., Chapter 8
Siegel, Chapter 10
LS Chapter 10 Laura T.
EFLC Chapter 16 Andy
- Th 11/2 Emerging and young adulthood** O: Kayla
Balswick et al., Chapter 9
Patel as case study, especially “Identity Politics” pp. 37-58
LS Chapter 11 David
EFLC Chapter 13 Patricia

Week 8

- T 11/7 Middle Adulthood** O: Donna
Balswick et al., Chapter 10
Siegel, Chapter 7
LS Chapter 13 Laura G.
EFLC Chapter 17 Gail
EFLC Chapter 20 Donna
- Th 11/9 Late Adulthood** O: Patricia
Balswick et al., Chapter 11
Siegel, Chapter 6
LS Chapter 14
EFLC Chapter 18 Kayla

Week 9

- T 11/14 Moral Development**
Balswick et al., Chapter 12
Balswick et al., Chapter 13 (reading moved up from 11/16)
- Th 11/16 Faith and spiritual development**
Mattis et al., “Ethnicity, Culture, and Spiritual Development” (CAMS)
Schwartz et al., “Mentors, Friends, and Gurus: Peer and nonparent Influences on Spiritual Development” (CAMS)

Week 10

T 11/21 NO CLASS (AAR/SBL)

Th 11/23 THANKSGIVING

Week 11

T 11/28 Reciprocating relationships and religious communities

Balswick et al., Chapter 3

Balswick et al., Chapter 14

Roehlkepartain & Patel. "Congregations: Unexamined Crucibles for Spiritual Development" (CAMS)

DUE: *paper on faith/spiritual development* (moved up from 12/5)

Th 11/30 Death and Dying

Siegel, Chapter 12 and Epilogue

Walsh, "Loss, Recovery, and Resilience" (CAMS)

Week 12

T 12/5 Life narratives

Angelou, Chapters 22-36

Th 12/7 Wrap-up

Final coda DUE: no later than 12:00 noon, Thursday, 12/14 in hardcopy, Schlegel 302.