

**HUMAN GROWTH AND TRANSFORMATION**  
**PC 408-3, Fall 2018**  
**T & Th, 1:30-2:50**  
**Schlegel Hall 121** (rev. 9-14-18)

Carol J. Cook, Professor  
 Schlegel Hall 302  
 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***

<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 spiritual and faith development theories as they inform clinical and pastoral case conceptualizations and interventions	SLO 2: demonstrate a broad knowledge of systemic theory and MFT treatment models and flexibly apply these in evidence-based practice. SLO 4: able to use a multi-contextual approach to MFT that attends appropriately to religious, cultural, racial economic, gender, and sexual orientation diversity in client, client – therapist, supervisory, and broader social systems. SLO 5: able to use a clinically appropriate theological/spiritual framework in 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...	Class presentation Class participation Final paper

<p>Comprehend the relational development systems paradigm and multicontextual life cycle framework involved in case and situation assessments</p>	<p>SLO 4: able to use a multi-contextual approach to MFT that attends appropriately to religious, cultural, racial economic, gender, and sexual orientation diversity in client, client – therapist, supervisory, and broader social systems.  MDiv SLO: 9  MFTC: 1.2.1...recognize contextual and systemic dynamics that affect individual and family life cycle development  5.4.2 Monitor attitudes, personal wellbeing, personal issues...to ensure they do not impact therapy process...  4.5.1...respect multiple perspectives...</p>	<p>Multicontextual paper  Class presentation  Final paper</p>
<p>Understand the principles of human development such as gender development, family development and processes; diversity; power, privilege, and oppression</p>	<p>SLO 4: able to use a multi-contextual approach to MFT that attends appropriately to religious, cultural, racial economic, gender, and sexual orientation diversity in client, client – therapist, supervisory, and broader social systems.  SLO 4: MDiv SLO: 5, 6, 7  MFTC: 2.1.1... Understand principles of human development, sexuality, gender,...couple and family processes...</p>	<p>Multicontextual paper  Class presentation  Final paper</p>
<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” (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](mailto: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 and agencies where students serve in ministry and is modeled by our students in their ministry placement and practicum 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. Therefore, let us 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).

Rogoff, Barbara. *The Cultural Nature of Human Development*. New York: Oxford University Press, 2003.

Siegel, Daniel J. *Mindsight: The New Science of Personal Transformation*. New York: Bantam Books, 2010.

### **Books on reserve**

Berger, Kathleen Stassen. *The Developing Person through the Life Span*, 7<sup>th</sup> ed. New York: Worth, 2008.

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

McGoldrick, Monica, Nydia Garcia Preto, and Betty Carter. *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*, 5<sup>th</sup> ed. Boston: Pearson, 2016.

Walsh, Froma. *Strengthening Family Resilience*, 3<sup>rd</sup> ed., New York: The Guilford Press, 2016.

## On CAMS

- Aleshire, Daniel O. *Faithcare: Ministering to all God's People through the Ages of Life*, 9-12; 15-35; 171. Philadelphia: Fortress Press, 1988.
- Anderson, Herbert. *The Family and Pastoral Care*, 9-18. Philadelphia: Fortress Press, 1984.
- Balswick, Jack O., Pamela Ebstyn King, and Kevin S. Reimer. "Special Issues in Human Development: Morality." Chapter 12 in *The Reciprocating Self: Human Development in Theological Perspective*, 2<sup>nd</sup> ed., 285-301. Downers Grove, IL: IVP Academic, 2016.
- Berger, Kathleen Stassen. *The Developing Person through the Life Span*, 7<sup>th</sup> ed., 5-6; 33-49. 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." Chapter 21 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." Chapter 7 in *Black Families in Therapy: Understanding the African American Experience*, 2<sup>nd</sup> 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." Chapter 12 in *Normal Family Processes: Growing Diversity and Complexity*, 4<sup>th</sup> ed., 273-296. New York: Guilford Press, 2012.
- Fowler, James W. and Mary Lynn Dell. "Stages of Faith from Infancy through Adolescence: Reflections on Three Decades of Faith Development Theory." Chapter 3 in *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn 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.
- Graham, Larry Kent. *Care of Persons, Care of Worlds: A Psychosystems Approach to Pastoral Care and Counseling*, 11-25; 243-245 and 29-48; 245-248. Nashville: Abingdon Press, 1992.
- Liebert, Elizabeth. *Changing Life Patterns: Adult Development in Spiritual Direction*, expanded edition, 7-21; 191-192 and 35-41; 195-197. St. Louis, Missouri: Chalice Press, 2000.

- McGoldrick, Monica and Tazuko Shibusawa. "The Family Life Cycle." Chapter 16 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." Chapter 20 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.
- Parham, Thomas A. "Foundations for an African American Psychology." In *The Handbook of African American Psychology*, edited by Helen A. Neville, Brendesha M. Tynes, and Shawyn O. Utsey, 3-18. London: Sage Publications, Inc., 2009.
- Patel, Eboo. "Growing up American, Growing up Other." In *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*, 19-36. Boston: Beacon Press, 2007.
- Pauw, Amy Plantinga. "Creation as Original Grace." Chapter 1 in *Church in Ordinary Time: A Wisdom Ecclesiology*, 23-41. Grand Rapids, MI: Eerdmans Publishing Co., 2017.
- Roehlkepartain, Eugene C. and Eboo Patel. "Congregations: Unexamined Crucibles for Spiritual Development." Chapter 23 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." Chapter 22 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.
- Walsh, Froma. "Challenges and Resilience over the FLC." Chapter 9 in *Strengthening Family Resilience*, 3<sup>rd</sup> ed., 181-205. New York: The Guilford Press, 2016.
- Walsh, Froma. "Nurturing Resilience in Vulnerable, Multi-Stressed Families." Chapter 13 in *Strengthening Family Resilience*, 3<sup>rd</sup> ed., 296-326. New York: The Guilford Press, 2016.
- Watkins Ali, Carroll. *Survival & Liberation: Pastoral Theology in African American Context*, 1-15. St. Louis, Missouri: Chalice Press, 1999.

## Assignments for HG&T, Fall 2018

### Participation (20%)

Evaluated by the following criteria:

- thoughtful completion of assigned readings and preparation assignments
- respectful engagement in class discussions: attention to and ability to build upon contributions of classmates, willingness to take some risks to speak out, and awareness of domination tendencies (WAIT)
- openness to reflect critically on the implications of ideas discussed from readings and presentations
- prompt and regular attendance

**3-4 page analysis of Angelou's multicontextual development** in dialogue with course readings to date. How is hers similar to and/or different from your own? (20%)

***DUE: in class in hardcopy: 10/9/18***

**Class presentation and individual write-up on a particular developmental stage** done in collaboration with 1 or 2 other students. (35%)

What have you discovered about caring for persons in this particular stage of life that has been helpful and interesting and could inform your colleagues?

What are some of the developmental "tasks" or challenges faced by individuals in relationship to family and socio-cultural contexts? What experiences during this stage might lend themselves to spiritual or faith development? How might this developmental stage be impacted by variables such as illness, abuse, addiction, poverty, immigration status, disability, broken relationships, etc.? You may utilize a case study or your choice. Each team or group will have an hour to present their findings to the class and each individual student needs to turn in a 3-4 page summary of their learnings. Each team or group will meet with the course instructor to review the session plan.

**Final paper related to course:** 5-6 page book review (read at least 100 pages) or short research paper on a developmental topic of your interest. (25%)

***DUE: no later than 12:00 noon, Thursday, 12/13/18*** in hardcopy, Schlegel 302.

### Grading Scale:

A	95-100
A-	90-94
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 Fall 2018

**Th 9/6 Introductions**

### Week 1

**T 9/11 What is the science of human development?**

Berger, pp. 33-49

Rogoff, Chap 1

**Th 9/13 Why and how should pastoral caregivers study human development?**

Aleshire, pp. 9-12; 15-35; 171

Graham, pp. 11-25; 243-245

Liebert, pp. 7-21; 191-192

Watkins Ali, pp. 1-15

### Week 2

**T 9/18 The Relational Developmental Systems Paradigm**

Berger, pp. 5-6

Graham, pp. 29-48; 245-248

Rogoff, Chap 2

**Th 9/20 The cultural nature of human development**

Rogoff, Chap 3

### Week 3

**T 9/25 Ethnicity, culture, and spiritual development**

Mattis, et al., Chap 20, "Ethnicity, Culture, and Spiritual Development," pp. 283-296

Parham, "Foundations for an African American Psychology," pp. 3-18

Patel, Chap 2, "Growing up American, Growing up Other," pp. 19-36

**Th 9/27 Family as context for development**

Angelou, Chap 1-5

Boyatzis, et al., Chap 21, "The Family as a Context..." pp. 297-309

Boyd-Franklin, Chap 7, "Religion and Spirituality in African American Families," pp. 125-143

Boyd-Franklin & Karger, Chap 12, "Intersections of Race, Class and Poverty..." pp. 273-296



#### Week 4

- T 10/2 The family life cycle as a context for development**  
Anderson, "Introduction," pp. 9-18  
McGoldrick & Shibusawa, Chap 16, "The FLC," pp. 375-398  
Walsh, Chap 9, "Challenges and Resilience over the FLC," pp. 181-205
- Th 10/4 Reclaiming life and the family life cycle**  
*Guest:* Aritha Berroa, MA, LMFT, Therapist and Interior Designer

#### Week 5

- T 10/9 Communities of faith as contexts for development**  
Angelou, Chap 6  
Pauw, Chap 1, "Creation as Original Grace," pp. 23-41  
Roehlkepartain & Patel, Chap 23, "Congregations: Unexamined Crucibles  
...", pp. 324-336  
Schwartz, et al., Chap 22, "Mentors, Friends, and Gurus ...," pp. 310-323  
**DUE: multicontextual paper, hardcopy in class**
- Th 10/11 Neuroscience and the brain**  
Siegel, Foreward, Intro, and Chaps 1-5

#### **10/15-19 Research and Study Week**

#### Week 6

- T 10/23 Attachment theory**  
Siegel, Chaps 9 & 11  
Rogoff Chap 4
- Th 10/25 Trauma and resilience**  
Angelou, Chaps 7-21  
Siegel, Chap 8  
ACE study <https://www.cdc.gov/violenceprevention/acestudy/index.html>  
Walsh, Chap 13, "Nurturing Resilience in Vulnerable ...," pp. 296-326

#### Week 7

- T 10/30 The Polyvagal Theory**  
Reading TBD  
*Guest:* Karen C. Bess, MA, LMFT
- Th 11/1 Moral development**  
Balswick, et al., Chap12, "Special Issues in HD: Morality," pp. 285-301  
Liebert, pp. 35-41; 195-197  
Rogoff, Chapter 6

### **Week 8**

**T 11/6 Childhood** Hannah, Jessica, Landon, & Luciana  
Rogoff, Chap 8

**Th 11/8 Faith development (SESSION OPEN TO ALUMS)**  
Fowler & Dell, Chap 3, "Stages of Faith," pp. 34-45  
Friedman, et al., "Models of Spiritual Development" pp. 207-220

### **Week 9**

**T 11/13 Adolescence** Andrea, Jordan A., & Jordan S.  
Rogoff, Chap 7  
Siegel, Chap 10

**Th 11/15 Emerging Adults** Ardath & Tiffany  
Rogoff, Chap 5

### **Week 10**

**T 11/20 NO CLASS**

**Th 11/22 THANKSGIVING**

### **Week 11**

**T 11/27 Middle Adulthood** Gina & Rachel  
Siegel, Chap 7

**Th 11/29 Late Adulthood** Teresa & William  
Siegel, Chap 6

### **Week 12**

**T 12/4 Death and Dying** Alex, Kari, & Jenny  
Siegel, Chap 12 and Epilogue

**Th 12/6 Wrapping up**  
Angelou  
Rogoff, Chap 9

**DUE: Final paper no later than 12:00 noon, Thursday, 12/13/18 in hardcopy, Schlegel 302.**