

HUMAN GROWTH AND TRANSFORMATION
PC 408-3, Fall 2019
T & Th, 1:30-2:50
Schlegel Hall 121

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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 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 discussion Book review

<p>Comprehend different models of human development including the relational development systems paradigm</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>Class discussion Summaries of key concepts</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>Class discussion Summaries of key concepts</p>
<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 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

Broderick, Patricia C. and Pamela Blewitt. *The Life Span: Human Development for Helping Professionals*, 5th ed. Hoboken, NJ: Pearson Education, 2020 and

Wigger, J. Bradley. *Invisible Companions: Encounters with Imaginary Friends, Gods, Ancestors, and Angels*. Stanford, CA: Stanford University Press, 2019.

Optional reading

McGilchrist, Iian. *The Divided Brain and the Search for Meaning*. (available on Kindle through Amazon for \$.99)

On CAMS

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.

Assignments for HG&T, Fall 2019

Participation (10%)

Evaluated by the following criteria:

- thoughtful completion of assigned readings and preparation assignments including the case study at the end of each chapter
- 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
- openness to reflect critically on the implications of ideas discussed from readings
- prompt and regular attendance
- offering an opening devotion/meditation

2 page reflection paper (10%)

Summarize the respective critiques McGilchrist and Parham make about Western traditional psychology's approach to human development? What values do they both see as problematic? In what ways do you agree or disagree with their respective perspectives?

DUE: 9/12/19 hardcopy in class

3-4 page book review of Wigger's book, *Invisible Companions* (20%)

See rubric in Appendix A

DUE: 10/24/19 hardcopy in class

1-page summaries (50%)

For 5 of the 15 chapters in B&B, select 3 key concepts or aspects of developmental research that intrigue you and explain why in one paragraph for each idea/learning, a total of approximately 350 words (one page double-spaced). These may or may not be in response to one of the journal questions at the end of the chapter (10% each).

Final 2 page reflection paper (10%)

Describe your understanding of theological anthropology and what you believe the purpose or *telos* of human life is.

DUE: 12/12/19 by NOON, hardcopy in my office, Schlegel 302

Assignments may be subject to change as the course proceeds.

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 2019

Th 9/5 Introductions

Week 1

T 9/10 **The Divided Brain**
Watch: the documentary “The Divided Brain”
Optional reading: *The Divided Brain and the Search for Meaning*
by Iain McGilchrist (available on Kindle through Amazon for \$.99)

Th 9/12 **Foundations for an African American Psychology**
Read: Parham, “Foundations for an African American Psychology,” pp. 3-18
(CAMS)
DUE: 2 page reflection paper (hard-copy in class)

Week 2

T 9/17 **Organizing Themes in Development**
Read: Broderick & Blewitt, (hereafter B&B) Chapter 1

Th 9/19 **Genetics, Epigenetics, and the Brain**
Read: B&B, Chapter 2

Week 3

T 9/24 **Cognitive Development in the Early Years**
Read: B&B, Chapter 3

Th 9/26 **Emotional and Social Development in the Early Years**
Read: B&B, Chapter 4

Week 4

T 10/1 **Introduction to the Polyvagal Theory**
Readings: TBD

Th 10/3 **The Polyvagal Theory in Action**
Guest: Karen C. Bess, MA, LMFT

Week 5

T 10/8 The Emerging Self and Socialization in the Early Years
Read: B&B, Chapter 5

Th 10/10 Realms of Cognition in Middle Childhood
Read: B&B, Chapter 6

10/14-18 Research and Study Week

Week 6

T 10/22 The Spiritual Life of Children
Read: Wigger
Guest: J. Bradley Wigger

Th 10/24 The Spiritual Life
Read: Wigger
DUE: book review/reflections, hard-copy in class

Week 7

T 10/29 Self and Moral Development
Read: B&B, Chapter 7

Th 10/31 Gender and Peer Relationships
Read: B&B, Chapter 8

Week 8

T 11/5 Physical, Cognitive, and Identity Development in Adolescence
Read: B&B, Chapter 9

Th 11/7 The Social World of Adolescence
Read: B&B, Chapter 10

Week 9

T 11/12 Physical and Cognitive Development in Young Adulthood
Read: B&B, Chapter 11

Th 11/14 Socioemotional and Vocational Development in Young Adulthood
Read: B&B, Chapter 12

Week 10

T 11/19 Middle Adulthood
Read: B&B, Chapter 13

Th 11/21 Living Well
Read: B&B, Chapter 14

Week 11

T 11/26 NO CLASS (AAR/SBL)

Th 11/28 THANKSGIVING

Week 12

T 12/3 Gains and Losses in Late Adulthood
Read: B&B, Chapter 15

Th 12/5 Wrapping Up

Final 2-page reflection paper DUE 12/12/19 by noon in hardcopy to my office, Schlegel 302

APPENDIX A

Rubric for Critical Book Review

Dimensions	Excellent/A-range	Competent/B-range	Developing/C-range	Unacceptable
<p>Concise and accurate summary of text (15 points)</p> <p>Points granted for this dimension: ____</p>	<p>Tells the story of the text in student's own words, some use of quotation to support observations; summarizes main points without "rewriting the book" and highlights key elements of author's argument.</p>	<p>Tells the story of the text borrowing strongly from author's text; over-use or underuse of quotations, or use of quotations that make no particular point for the review; over-explaining the details of author's main points or under-representing author's main points.</p>	<p>The story of the text is hard to locate in student's summary; use of quotations are absent, irrelevant, or fail to make sense in context; it is hard to comprehend the trajectory or purpose of the book from student summary.</p>	<p>Summary does not effectively represent the content of the text. Main points are not comprehended or represented by the summary.</p>
<p>Critical analysis of author's thought, presentation of thesis & supporting argument, and effectiveness of author's style for the book's stated purpose (40 points)</p> <p>Points granted for this dimension: ____</p>	<p>Student engages main ideas of author—that is, the student has a conversation with the author. Demonstrates comprehension of author's arguments and student's own position in regard to the arguments. Student can identify and express areas of agreement or disagreement with primary arguments, can identify logical flaws, problems with assumptions, etc. Be sure to include what this book contributed to student's understanding of engaging in "developmentally" appropriate ministry and/or counseling?</p>	<p>Student engages at least one main idea of the author and makes effective comments about this idea. Demonstrates comprehension of at least one primary idea and expresses agreement or disagreement. Student can identify any major logical flaws and can speak to at least one assumption supporting the author's position. Student can describe at least one contribution the book made to their understanding of human development and ministry.</p>	<p>Student can identify the primary narrative/story/thesis of the text, but has difficulty engaging thesis in a dialogical way. Demonstrates a beginning ability to comprehend the author's arguments, but lacks analysis allowing the student to form own position, identify logical flaws, or describe primary assumptions supporting author's position. Student unable to make connections between the book and future ministry.</p>	<p>Student appears not to understand the author's primary arguments and does not engage with text in a dialogical way.</p>
<p>Critical theological analysis or reflection on the work, author's approach or outcome of the work. (20 points)</p> <p>Points granted for this dimension: ____</p>	<p>Student explores text through theological and psychological lenses to include: 1) Relating theological issues raised (explicitly or implicitly) by the author/text to the work or thought of Christian (or other) theological traditions; 2) Making theological observations about the thesis, author's position, content or outcome; 3) Comparing the author's</p>	<p>Student identifies one or more theological themes addressed by the author and makes some reference to theological questions, positions or issues. Review mentions but does not develop clear reference or connection to major theological themes or concerns central to Christian (or other) theological thought and/or the student's own theological positions.</p>	<p>Student names one or more theological themes but does not develop this in the review.</p>	<p>Student does not address theological or pastoral reflection issues.</p>

	theological (implied or implicit) position as expressed in thesis, author's position, content or outcome with the student's own theological positions.			
Clarity of student writing (20 points) Points granted for this dimension: ____	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.	Student has difficulty with clear paragraphs, or topic sentences may lack clarity. Supporting arguments are incomplete, lack coherence, or lack relevance. Analysis lacks logical flow and is not supported well with quotes, propositions, or statements. Introduction and/or conclusion are missing or not well formed.	Student shows difficulty with constructing clear paragraphs representing clear ideas. Analysis is missing or unsupported; introduction and conclusion lack coherence or are missing.
Structure of student writing including: APA style (for MFTs); APA or Chicago/Turabian (for MDivs) sentence construction, professional vocabulary, effective editing and proofreading (5 points) Points granted for this dimension: ____	Students carefully follow APA style (for MFTs) guidelines; APA or Chicago/Turabian (for MDivs), use effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Students follow APA 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.	Students show moderate problems with APA style, sentence construction and use of language (incomplete or run-on sentences). Professional vocabulary is misused or only partially present. Serious problems in editing and proofreading (run-on sentences, incomplete sentences, poorly constructed paragraphs, misspelled words, etc.)	Student demonstrates a substantial problem with writing mechanics and style. Inappropriate or no use of professional vocabulary. Little evidence of editing or proof-reading.