

## **P-531: Personality, Human Development and Faith**

*Christian Theological Seminary  
Pastoral Theology and Psychology  
Fall 2011*

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How does the sense of self emerge and evolve throughout life? What are the cultural (↔), familial, intrapsychic and spiritual forces that serve to forge our sense of self and other? Using family systems (👪) and psychoanalytic theory (Ψ) as basic structures, this course will consider the biological sequence of human development, with attention to ethnicity, family context, gender, identity and faith (α). Once the basic sense of self has been established our focus shifts, in the second half of life, to the demands of individuation and religious experience as they impinge on our established sense of self, other and God. We will consider faith as the capacity to find and make meaning in the face of life's challenges.

**NB: This course is designed to meet the human development course requirement for Mental Health Counselor and Marriage and Family Therapy licensure.** “An understanding of the nature and needs of individuals at all developmental levels, including: a. theories of individual and family development and transitions across the life-span; b. theories of learning and personality development; c. human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior; d. strategies for facilitating development over the lifespan; and e. ethical considerations.” (Taken from the CACREP course content standards).

P-531 includes essential knowledge for careers in ministry, chaplaincy, Christian education, marriage and family therapy and pastoral psychotherapy, including the ability to make informed assessments of help-seeker needs based on a working knowledge of life-cycle stages and cultural norms.

### **Readings:**

#### **Required texts: (all required texts are also on library reserve)**

- Callahan, Maggie, & Patricia Kelly (1993). *Final Gifts*. New York: Bantam Books.
- 👪 McGoldrick, Carter & Garcia-Preto, eds. (2010). *The Expanded Family Life Cycle, 4<sup>th</sup> Edition*. Boston: Allyn and Bacon.
- α Fowler, James (1981/1995). *Stages of Faith*. New York: Harper.
- Ψ α Kelcourse, Felicity, ed. (2004). *Human Development and Faith*. St. Louis: Christian Board of Publication.
- ↔ Morrison, Toni (2007). *The Bluest Eye*. New York: Vintage Books.
- α Stevenson-Moessner, Jeanne, ed. (2000). *In Her Own Time*. Minneapolis: Fortress.
- α Ulanov, Ann & Barry (1982). *Primary Speech: A psychology of prayer*. Louisville, Westminster/John Knox.

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### Reserve/Presentation Texts: (available on 3 hour reserve)

- 👤 Carter, Betty, and Monica McGoldrick, eds. (1989, 1999). *The Changing Family Life Cycle*. (alternate texts for the 2011 edition). Upper Saddle River, NJ: Prentice Hall.
- Ψ Colarusso, Calvin (1992). *Child and Adult Development*. New York: Springer
- Ψ Crain, William (1980/1992). *Theories of Development*. Upper Saddle River, NJ: Prentice Hall.
- Dalsimer, K. (1987). *Female adolescence: Psychoanalytic reflections on literature*. New Haven, CT: Yale University Press.
- Ψ Erikson, Erik (1950/1985). *Childhood and Society*. New York: W.W. Norton.
- ↔ Gilligan, Carol (1982). *In a Different Voice: Psych. Theory and Women's Devel.* Cambridge, MA: Harvard University Press.
- ☯ Keirsey and Bates (1984). *Please Understand Me* (Myers-Briggs). Amherst, NY: Prometheus/Nemesis.
- ↔ Kubler-Ross, Elizabeth (1969/2003). *On Death and Dying*. New York: Scribner.
- α Loder, James (1998). *The Logic of the Spirit*. New York: Jossey-Bass.
- 👤 McGoldrick, Gerson & Schellenberger (1999). *Genograms: Assessment & Intervention* (2<sup>nd</sup> Ed.). New York: W.W. Norton. OR
- 👤 McGoldrick, M. (1985). *Genograms in Family Assessment* (alt. for above). *Genograms in Family Assessment*
- 👤 McGoldrick, Pearce & Giordano (1996). *Ethnicity and Family Therapy*. New York: Guilford Press.
- α Meissner, W. (1987). *Life and Faith*. Washington, DC: Georgetown University Press.
- α Nelson, James (1988). *The Intimate Connection: Male Sexuality, M. Spirituality*. Louisville, Westminster/John Knox.
- O'Connor, F. (1986). *My Oedipus complex and other stories*. London: Penguin.
- Ψ Stern, Daniel (1977). *The First Relationship: Infant and Mother*. Cambridge, MA: Harvard University Press.
- Ψ Stern, Daniel (1985). *The Interpersonal World of the Infant*. New York: Basic Books.
- ☯ Ulanov, Ann (1988). *The Wisdom of the Psyche*. Lanham, MD: Cowley Publications.
- 👤 Walsh, Froma, ed. (1993). *Normal Family Processes* (2<sup>nd</sup> edition). New York: Guilford Press.
- ☯ Wickes, Frances (1927/1988). *The Inner World of Childhood*. Boston: Sigo Press.
- 👤 Wimberly, Edward (1997). *Counseling African American Marriages and Families*. Louisville, Westminster/John Knox.
- Ψ Winnicott, D.W. (1958/1975). *Through Paediatrics to Psychoanalysis*. New York: Brunner/Mazel.

(NB – Any additional readings will also be available on library 3-hour reserve, and/or available on MLS).

## **P-531: Personality, Human Development and Faith**

### **Requirements and Evaluation:**

Your final evaluation for the course will be based on class participation (15%), a small group presentation (25%), 2 observation papers of 7 pages (20% each) and a multiple choice final exam modeled on state licensure Mental Health Counselor and Marriage and Family Therapist examinations (20%). The average preparation time to complete all assignments is between 6-9 hours per week or 1-1.5 hours a day. The expectations for each requirement are as follows:

1) *Class participation (15%)* will be evaluated based on your consistent, attentive presence in class. Verbal participation should give evidence of receptivity to the questions and ideas of others as well as effective articulation of one's own views. Completing assigned readings before class is essential to effective participation.

2) *Small group presentation (25%)*: You will have one session (45 minutes total) in which to make a group presentation on a topic relevant for the developmental phase we are considering. For example, a presentation on early adolescence could focus on body image and identity or a presentation on mid-life could focus on the "sandwich generation" of middle-aged adults caring for dependent children and aging parents simultaneously. You will be paired with other class members who are also interested in your first or second choice life cycle stage. Your group will first need to determine a specific topic relevant for that stage (read chapters from Kelcourse or Carter & McGoldrick to get ideas), then assign tasks within the group such as research, power point presentation creation, leading discussion, etc.

The ideal presentation will include the following: 1) A reading chosen *at least one week in advance* of 10-20 pages that will provide background information for your chosen topic, 2) a bibliography with at least 12 entries including books, articles and not more than 3 informative web sites relevant for your topic, 3) a power point presentation outlining key elements of your topic, 4) questions for class discussion that will be moderated by the presenters. Feel free to discuss possible topics with the instructor as needed. Items 2-4 must be supplied on the date you present.

At the end of your presentation time everyone - including the presenters - will be asked to fill out brief evaluations. Class responses will be considered in assigning presentation grades

3) *First observation paper (20%): 7 pages due 10/18 or 10/25*

This paper has two parts: observation and theoretical reflection. Find a child between the ages of 3 months to 3 years (no younger or older) that you can observe in a neutral manner in the company of others. The child should be a stranger, not a member of your own family or a family you know well.

First, in 2-3 pages, describe *5-10 minutes* of observed behavior on the part of the child. Your description should be as objective as possible; you are like a camera, recording without inference. Next, in 3-5 pages, use theories from the readings to explain the behavior you observed. *Be sure to ascertain the age of the child and state it clearly at the beginning of your paper.* For toddlers it may be helpful to include a sketch of the room in which the observation occurred. Include a genogram of the child's immediate family if possible. Be sure to obtain permission to observe – letters of request will be supplied.

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4) *Second observation paper (20%): 7 pages due 11/8 or 11/15*

This paper also has two parts. 1) Identify and describe a critical incident in the life of an adolescent. The adolescent can be you (as you were then), an acquaintance or a teenager you interview (not a family member). 2) Use theories read in class to elucidate the incident described. How can the incident be understood in terms of adolescent developmental tasks?

5) *Final exam: Two hour, multiple choice and essay **closed book** take home exam.*

Sample exam questions will be distributed on or before Meeting #12 (11/29). The exam will be handed out in class on 12/6 (meeting #13) and due by NOON the following Monday, 12/12 (in hard copy or, if necessary, via e-mail attachment, MS Word, NOT fax).

*NB: All assignments are to be typed, double-spaced, 12 point font. Please use APA format: (Author, date, pages) for both text references and bibliography – see Kelcourse, ed., or the APA publication manual for examples. Be sure to include name, date, title, headings and page numbers on all papers. Be careful to avoid plagiarism by including references for all citations, especially page numbers for direct citations per APA format. Read planner pages 46-50 for general paper guidelines.*

### **Criteria for grading:**

Written work will be evaluated for 1) clarity of expression – *please proofread!* (proofreading includes sentence structure, paragraph structure, spelling, punctuation), 2) acuity of observation (whether of oneself or another), 3) accurate use of theory (proper stage, appropriate theorists, accurate and complete citations, etc.), 4) creativity and originality, including thoughtful dialogue between the perspectives of psychology, theology, faith, morality and spirituality.

The oral component of presentations and class participation will be evaluated based on your consistent ability to ask thoughtful questions, contribute to class and group discussion, and demonstrate thorough appropriation of course material including research you may use for your presentation. Please avoid the extremes of either never speaking or dominating the airwaves. When giving your group presentation you are responsible for the accuracy of the information you present. You are also required to respect time limits.

### **Class process (approximate):**

*First hour – 2:15-3:00* Meet together in main classroom (room 168) for lecture or group presentations, followed by a 15 minute break.

*Second hour – 3:15 -4:10* Lecture and discussion (following presentations)

*Final hour – 4:20 -5 -* Further discussion, experiential exercises and/or video illustrations of course material.

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### **Goals:**

This course is intended to be a theoretical and experiential introduction to clinical reflection. You will be expected not only to retain facts and absorb concepts, but also to develop your "observing ego" in relation to self and others. This includes giving attention to words, thoughts, feelings, body language, fantasies and dreams as subjectively observed or as expressed by others. In general, you are asked to maintain a curious, non-judgmental stance to the best of your ability. A rigid, reactive stance (ex: "I'm right, you're wrong") is unlikely to be conducive to your learning. You *are* encouraged to express your likes and dislikes in relation to course material. Evaluations collected during the final class will receive careful attention after grades have been distributed.

If you leave this class with an enhanced ability to be attentive and curious about your own experience and that of others, you will have fulfilled the primary objective of the course. You will find the open attitude thus developed to be a substantial asset in ministry, be it congregational leadership, chaplaincy, counseling or other forms of service. Openness must of course be balanced with clear commitments based on your own experience of faith and sense of self. The course may be used to clarify these commitments as well. As you read and reflect in this course you may come to recognize that even in present time "we are all the ages we ever were" (Kelcourse, Ed., 2004).

### **COURSE OUTLINE**


#### **Meeting #1 – 8/30 - Introductions**

Introduction to the course material and each other. Review of course requirements, readings, assignments and general expectations. Overview of the three themes for the course: "normal" development, personality and faith.



**Exercise: Self, family and society**

#### **Meeting #2 - 9/6 - The Societal Context of Development**

##### **Required readings:**

- Ψ α HDF: Introduction through Chapter 2 (90 pages)
- ↔ Morrison, "Autumn, Winter" (read "Foreword" next week)
- α Fowler, Part I: "Human Faith" (34 pages)
-  McGoldrick, Carter & Garcia-Preto, Chapters 1, 2 & 5 (54 pages)  
(If you are using an earlier edition, chapter numbers will be different-just ask)

##### **Recommended readings:**


- A Stevenson-Moessner, chapter 2: Liebert, "Seasons and Stages"
- α Stevenson-Moessner, chapter 3: Orr, "Socioeconomic class"
-  Any relevant McGoldrick chapter not assigned
-  (Walsh, pick a chapter from 9-13)

**Video: *Crash*** (and introduction to genograms)


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### Meeting #3 – 9/13 - Infants and Parents - 0 to 3 months

#### Required readings:

-  McGoldrick, Carter & Garcia-Preto, Chapter 14 “Becoming parents
- Ψ α HDF Chapter 3 – Cooper-White
- α Fowler, Part III
- α Ulanov, A & B, chapter 1-3

#### Recommended readings:




- Ψ Colarusso, Chapter 1 & 3
- α Loder, Chapter 4 “Infancy in Psychological Perspective”
- Ψ Stern (1985), Chapter 1 or 2 – “Approaches to infancy,” “infant's sense of self”
- α Stevenson-Moessner, Chapter 9, Treadway, Miller-McLemore “Two views on mothering”
-  Walsh, chapter 1 or 3

#### Exercise: Myers- Briggs personality inventory - our inborn sense of self



Take a free on-line self test at: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>  
(72 questions) Or take the paper test in Kiersey and Bates, *Please Understand Me* on reserve.


### Meeting #4 - 9/20 - The Family Context of Development

#### Required readings:

- ↔ Finish Morrison, “Spring, Summer” (read Foreword last)
- α Fowler, Part II: “Window on Human Development”
-  HDF Chapter 4 – Wimberly
-  Review McGoldrick, Carter & Garcia-Preto, Chapters 1, 2 & 5(54 pages)
-  Read McGoldrick, Carter & Garcia-Preto, appendix pp.447-455 especially “Genograms”

#### Recommended readings:

- Ψ Erikson, Chapter 7 - "Eight Ages of Man" (on reserve)
-  Chapter 2 “Self in context” or Chapter 12, “Rituals”
- α Stevenson-Moessner, Chapter 4, Neuger, “Narratives of harm”  
or Chapter 5, Cooper-White, “Trauma”
-  McGoldrick, Gerson & Shellenberger, ch. 1 & 2 (1999) Ed., 61pp, 1985 Ed. 38pp.  
*On 3 hour reserve re: genograms*

 **Exercise: Sharing our family genograms** – Bring a 3 generation genogram of your family to class. **Q: How does family affect our sense of self?**

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### Meeting #5 – 9/27 - Older Babies and Families - 3 to 12 months

#### Required readings:

- Ψ α HDF Chapter 5 – Steinhoff-Smith
- Ψ Winnicott, 1958/1975 "Transitional Objects and Transitional Phenomena" (reserve)
- Ψ Stern, *Interpersonal*, Chapter 6 and 7 - "The Sense of a Subjective Self" (reserve)

#### Recommended readings:

- α Loder, Chapter 4 “Infancy in Theological Perspective”
- Ψ Crain, Chapter 3: “Ethological theories” (on reserve)

**Video: Documentary on parents and babies, part one**

### Meeting #6 – 10/4- The Toddler and the World - 1 - 3 years

#### Required readings:

- α HDF, Chapter 6 – Yust
- α Fowler, chapter 15
- Ψ Stern, Chapter 8 - "The Sense of a Verbal Self" (*on reserve*)

#### Recommended readings:

- Ψ Colarusso, Chapter 4
- α Loder, Chapter 6 “The Toddler”
- Ψ Crain, Chapter 6: “Piaget’s Cognitive Developmental Theory”
- 🧠 Walsh, chapter 14
- 🧠 McGoldrick, et al. chapter 10 - siblings

**Video: Documentary on parents and babies, part two**

### Reading week – no class 10/11

### Meeting #7 - 10/18 - The Oedipal Child - 3 - 6 years

#### Required readings:

- 🧠 α HDF Chapter 7 - Gibson
- ↔ O'Connor, "My Oedipus Complex" (reserve)
- α Fowler, chapters 16
- α Ulanov, A & B, chapters 4 -6

#### Recommended readings:

- Ψ Colarusso, Chapter 5
- Ψ Erikson, Chapter 2 - "The Theory of Infantile Sexuality" (reserve)
- α Loder, Chapter 7 “The Oedipal Child”
- Ψ Crain, Chapter 11: “Freud’s psychoanalytic theory”

**First paper - Due date 1**

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### Meeting #8 – 10/25 - The Latency Age Child - 6 - 11 years

#### Required readings:

- Ψ α HDF, Chapter 8, Thompson
- Ψ Crain, Chapter 7: “Kohlberg’s stages of moral development” (reserve)
- α Fowler, chapter 17

#### Recommended readings:

- Ψ Colarusso, Chapter 6
- ☉ Wickes, Chapter 8, “Fear”
- α Loder, Chapter 8, “The School-Age Child”
- 👤 Walsh, chapter 16 – Normative transitions and child development

#### Film excerpt: Stand by me

#### First paper - Due date 2

### Meeting #9 – 11/1 - Early Adolescence - 11 - 15 years

#### Required readings:

- Ψ α HDF Chapter 9 - Nydam
- ↔ Dalsimer, "Preadolescence: The Member of the Wedding" (Reserve)
- α Stevenson-Moessner, chapter 7, Dell, “She grows in wisdom”
- α Ulanov, Chapter 7 & 8
- α Fowler, Chapter 18
- 👤 McGoldrick, Carter & Garcia-Preto, Chapter 15. “Transformations of the Family System in Adolescence”

Meeting #9 Continues on next page→

#### Recommended readings:

- Ψ Colarusso, Chapter 7
- α Loder, Chapters 9
- ↔ Gilligan, Chapter 3, "Concepts of Self and Morality"
- Ψ Erikson, "The Concept of Ego Identity" (Reserve or Blackboard)

#### Film excerpt: Member of the Wedding

### Meeting #10 - 11/8 - Middle and Late Adolescence - Age 16 - 20

#### Required readings:

- Ψ α HDF Chapter 10, Alice McNair
- α Stevenson-Moessner, chapter 8, Bohler, “Attending to Alice...”
- ↔ Dalsimer - "Middle Adolescence: The Diary of Anne Frank" (reserve)
- α Fowler, chapter 19
- 👤 McGoldrick, Carter & Garcia-Preto, Chapter 12. Becoming an adult



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(Meeting #10 continues on next page)

### Recommended readings:

- α Loder, Chapters 10
- ↔ Gilligan - "Women's Rights and Women's Judgments" - Chapter 5
- α Nelson - "Male Sexuality and Masculine Spirituality" - Chapter 1
- 👤 Walsh, chapter 2

**Film excerpts: Diary of Ann Frank, The Breakfast Club**

### Second paper - Due date 1

#### Meeting #11 – 11/15 - Young Adulthood - Age 20 - 40

##### Required readings:

- α Fowler, Part V: Formation and Transformation in Faith
- 👤 HDF Chapter 11, Cushing
- α Stevenson-Moessner, Chapter 17, Dell, "Will my time ever come?"
- ☯ Ulanov, Chapters 9 & 10
- 👤 McGoldrick, Carter & Garcia-Preto, Chapter 13. "Becoming a couple."

##### Recommended readings: (continued)

- 👤 Carter and McGoldrick, Chapter 10, Joining Families through Marriage
- Ψ Colarusso, Chapter 8 & 10
- α Loder, Chapter 11 "Young Adulthood"
- α Nelson, Chapter 2, "Embracing Sexual Mystery"

**Film excerpt: Raisin in the Sun**

### Second paper - Due date 2

### 11/21-25: Thanksgiving Break

#### Meeting #12 – 11/29 - Middle Adulthood - Age 40 - 60

##### Required readings:

- Ψ α HDF Chapter 12, Davis and Chapters 13, Lyon
- ↔ Callanan & Kelley, chapter 1-4 OR Kubler-Ross, Chapters 1-6
- α Fowler, chapter 20
- α Stevenson-Moessner, Chapter 11, Henderson, "Menopause"
- 👤 McGoldrick, Carter & Garcia-Preto, Chapter 16. "Families at midlife"

##### Recommended readings:

- 👤 Carter and McGoldrick, 1999, Chapter 17 "Launching phase (Chapter 13)"
- Ψ Colarusso, Chapter 11
- α Loder, Chapter 12
- α Nelson – Chapter 6, "New Ways in Our Sexual Spirituality,"

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(Meeting #12 continues on next page)

- ☯ Ulanov, Chapter 2 "The Devil's Trick" or chapter 3, "Women's Wives"
- α Stevenson –Moessner, Chapter 10, Greider, "Perimenopause"
- 👤 Walsh, chapter 4 - Divorce

**Film excerpt: The Joy Luck Club; Nobody's Fool**

(Sample exam questions will be distributed)

### **Meeting #13 - 12/6 - Late Adulthood, Death and Dying - Age 60 and beyond**

#### **Required readings:**

- ↔ Callanan & Kelley, chapters 5-16 OR Kubler-Ross, Chapters 7-11
- Ψ α HDF and Chapter 14, Barbre
- α Fowler, chapter 21
- ☯ Ulanov, A & B, chapter 11
- 👤 McGoldrick, Carter & Garcia-Preto, Chapter 17. "Families in later life"

#### **Recommended readings:**

- 👤 Walsh, chapter 15
- Ψ Colarusso, Chapter 12
- α Loder, Chapter 13
- α Stevenson-Moessner, Chapter 12, Glaz, "On becoming an ancestor"
- Ψ Erikson, "Reflections of Dr. Borg's Life Cycle" (Blackboard)
- α Stevenson-Moessner, Chapter 13, Screib, "Older Widows"
- ☯ Ulanov, Chapter 4 - "The Wisdom of the Psyche," pp.109 -144.

**Film excerpts: Wild Strawberries: Walk me to the water**

👋 Course evaluations 👋

**Take home exam handed out: due NOON Monday 12/12**

**Meeting #13 - 12/13 – End of life, death and dying** (finish reading Callanan & Kelley)

*Best wishes for the Christmas season and the year to come*

#### **Times and dates to remember:**

Every Tuesday at 1, community worship in the chapel  
Every Thursday at 12:15, Forum in room 122

Friday 9/23 and Saturday 9/24 – Midwest AAPC in Fort Wayne IN  
Thursday 9/22-Saturday 9/24 – AAMFT annual meeting in Fort Worth TX  
September 28 and 29 – Salzburg lectures  
October 1 - Deadline to apply for spring practicum AND CPE DAY – 1pm  
October 20 – CPE day forum – 12:15 – common room

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Spring 2012 Spirituality and Psychotherapy lecture series – TBA