

Loyola University Chicago
IPS
Human Person and Psychological Development
Fall 2009
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Course Description

This course presumes that all persons are created to grow and mature into their full humanity. Every phase of human life contains particular psychological and spiritual themes and challenges with which all care-givers need to be acquainted. While each person is unique, and carries their developmental story in their own particular way, our individual story from birth to death is also our universal human story with particular variations, sharpened around gender, social, and cultural differences. We will explore these differences, even as we will seek to find reliable markers to guide our ministries to a wide variety of persons across the life cycle and cultural spectrum. In other words, the practice of ministry within specialized care-giving with persons at different phases of life's journey will be the contextual backdrop to our exploration. Finally, we will also look to understand our own developmental journey especially as it interfaces with our ministries of care and counseling.

Course Objectives

- To understand the psychological/relational factors which impact human development
- To become competently aware of life cycle theory as it relates to identity development, particularly understood as person-in-relationship
- We will grapple not only with "ego-developmental" understandings, but be introduced to developmental stages which transcend ego – based identity
- To grapple with the question of how and why people change. The class will seek to answer this question out of both relevant psychological and spiritual frameworks
- To gain insight regarding one's own developmental path, both as it informs our current sense of self, but also as it impacts our ministry and sense of calling
- To learn to apply developmental principles to persons' unique developmental situations, in order to grow our capacity for empathy as practitioners for life's complexities
- In light of ministry considerations, we will seek to grow in our ability to respond to persons in both development crisis, and well as so-called normal developmental transitions. The student's specific ministry context will be considered in drawing these ministry applications

Course Requirements

- Full class attendance and promptness is expected. The professor must be notified in advance of intended absences. Any more than two absences will result in grade reduction
- Full class participation is expected. This means that students will be awake and alert and prepared to interact with peers and instructors.
- All readings must be read before class in order to facilitate intelligent and informed dialog.
- Two written projects are required, the first of which involves two possible choices (option I or II), and the second one of which is required of all students.

Requirement A:

Option I: Critical Developmental Incident Report

- Retrieve and reflect on a critical incident in your own life in light of developmental theory.
- Describe the incident,
The growth crisis you were facing,
The significant others who contributed to your resolution of the crisis,
How you currently understand its place in your life
The developmental tasks you struggled with
Why this incident because a specific turning point in your life or a period when you became aware of the emergence of new psychological/spiritual resources or strengths or a period when you experienced increased vulnerability and threat with its possibilities and pitfalls.
- In what ways has this experience impacted your assumptive world view?

You may use any resource material from the course (properly noted), to support your reflections (6 pages maximum)

Option II: Brief Research Paper

This paper will address a topic of your choosing related to human development and the interface between development issues and ministry. Please include the following:

- Statement of topic, concern, issue, or problem
- Summary of the relevant literature
- Application to ministry themes
- Personal evaluation and analysis of the problem
- Conclusion
- Length of Paper: 6 pages maximum

Due Date: Oct. 19, 2009

Requirement B: Life History Project

Goals

- To explore the developmental history of another person (excluding class members)
- To understand the impact of that history on the person's self-understanding
- To assess what movement the person is experiencing today in their developmental journey

Objectives

- To practice listening and empathizing with the story of another
- To practice using the developmental theories used in this course as tools for understanding and responding to another's life experiences.
- To develop sensitivity to areas of growth challenges to be addressed through ministerial care-giving

Procedure

- Have a maximum of two 45 minute interviews
- Organize the paper according to either Life Stage Theory, Developmental Crisis/Transition Model, or from a particular Developmental Theoretical Model
- Exploration of events of unusual impact, either positive or negative'
- Placement of the person in their familial and social/cultural context
- Use of short quotes to illustrate marker events
- Description of the person according to personal style, affect, and areas of current growth

Length

- 12 pages maximum (Space and a half)

Conclusion

- As a conclusion, your paper will be read and briefly commented on by the person you interviewed. They will offer a brief (one paragraph) response as to the extent to which they recognize themselves in your paper, and with regard to the impact reading your paper has for them. The paper should be submitted to the interviewee with sufficient time to be able to hand in to the Professor by the due date of Nov. 23, 2009

Tentative Course Outline

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| August 24, 2009 | Introduction to Course and orientation Overview of Developmental Theory The Evolving Self Model Kegan: Prologue; Chapters 1-2 Kelcourse, Chap. 1 Plotkin, Chap. 1 |
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| August 31 | Kegan, Constitution of the Self Kegan, Chapters 3-6 |
| September 7 | Labor Day |
| September 14 | Kegan, Natural Emergencies, Cont. Kegan, Natural Therapy Kegan, Chap. 7-9 |
| September 21 | Psychoanalytic Models Ego Psychology; Object Relations Theory; Self Psychology Circulated Articles |
| September 28 | Life Cycle Models: Infancy and Childhood Kelcourse, Chaps. 2, 5-7 |
| October 5 | No class |
| October 12 | Latency and Adolescence Kelcourse, Chaps. 8-10 |
| October 19 | Adulthood and Aging Kelcourse, Chaps. 11-13 |
| October 26 | Jungian Models of Development Plotkin, Chapter 2 |
| November 2 | Transpersonal Models of Development Ken Wilber, Readings handed out in class |
| November 9 | Teleological Development The Wheel of Life Models of Development as Circle Plotkin, Chaps. 3 – 6 |
| November 16 | Wandering Phases; Soul Apprenticeship Plotkin, Chaps. 7-9 |
| November 23 | Elderhood and the Future Plotkin, Chaps. 10-11 |
| November 30 | Open Topics Summary and Evaluations |