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Human Person and Psychological Development Summer 2009

St. Thomas the Apostle Church
1500 Brookdale Road
Naperville, IL 60563
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Monday -Thursday, June 15th - 18th, 1:00p.m. - 5:15 p.m.

Monday - Thursday, June 22nd - 25th, 1:00p.m. - 5:15 p.m.

Course Description:

Human beings are created to grow and mature into their full humanity. Our call into the fullness of life is a sacred mission in which we grow in ever-changing stages and systems. These life movements are shrouded by grace that oversees the diverse and unique intricacies of the human journey, within dynamic connection to God, others, and self. The launching pad for each stage is informed by our past and modulated by "in the moment" choices and by our present circumstances and relationships. Every phase of life for both the minister/counselor as well as that of the person receiving care carries particular psychological and spiritual agendas with which the minister/counselor needs to be acquainted. While each person is unique, our developmental story from birth to death is also our universal human story with particular variations, sharpened around gender and cultural differences. We will explore these differences, even as we seek to discover reliable markers for ministry to persons throughout the life cycle. Drawing awareness to the implications of the minister's own developmental progressions as interfaced with ministry or counseling, as well focusing on the role of the minister in pastoral care and counseling situations with persons at different phases of life's journey will be primary foci throughout this course.

Required Readings:

Life Cycle: Psychological and Theological Perceptions by Richard Dayringer, Th.D., 2000

The Mindful Brain by Daniel Siegel, 2007

A Secure Base: Parent-Child Attachment and Healthy Human Development
by John Bowlby, 1988

Assigned internet articles, as noted in the syllabus schedule

(Students are encouraged to read as much as possible of the assigned readings before class begins.)

Power point slides for each class are located under Course Documents in Blackboard by date of class.

Course Goals:

- To develop a working knowledge of the formative dynamics surrounding stages of human development, in light of attachment theory, emerging brain research, and life-stage theories
- To understand the dynamics of identity development, within the context of genetics, family, culture, and faith
- To become aware of the differences between the normal parameters of growth and development that facilitate healthy functioning, as contrasted to developmental paths which lead to woundedness and refusal to embrace life
- To address the mystery of how and why people change, from both psychological and theological/spiritual perspectives, as life unfolds
- To gain personal insights regarding one's own developmental pathway, both as it informs our current well-being as well as our ministry and/or calling
- To learn to apply developmental principles to peoples' unique situations, as we grow in our capacity for understanding and empathy for life's varied and complex nuances
- To engage the language of developmental theory, so that one can think and converse around issues connected to our "call to grow"

Course Requirements and Evaluation:

This instructor assumes that we learn and grow in connection. Therefore, this class is a collaborative effort of the instructor and students, in which we learn and grow together as we accomplish the course goals.

As such, the instructor will:

- *provide an organizing structure for the class.*
- *provide activities which facilitate the academic and professional development of each student.*
- *work to facilitate a safe and interesting learning environment.*
- *accommodate diverse learning styles with lecture, discussions, audio visual aids, clinical vignettes, and stimulating questions.*
- *open each class with a moment for us to become present with one another; We will end each class period with a brief meditation, intended to bring closure to what we have experienced together and to send us forth with a thought for reflection.*

Students are expected:

- *to read all required readings; Students need to obtain copies of all three class texts for use throughout the course. Used and new copies of the texts can be purchased through Amazon.*
- *to have access to Loyola email and Blackboard. If you use another email address, you can have your Loyola email forwarded to your preferred email address. Do so by following these directions **before** the start of class:*

Log onto the IPS website and click on "links" in the upper right hand corner.

Click the "Personal Account Manager" (PAM) link and follow the directions to forward your Loyola email to your preferred email account. If you have any questions or problems regarding the PAM instructions, please contact the Loyola ITS Support Center at 4-4444 (on campus) or 773-508-7190 (off campus). **Please check your email beginning two weeks before the start of class and at least once a day during the scheduled classes, as this instructor regularly communicates to students by email.**

Student Expectations (continued):

- *to submit three reflection papers, as noted in the course schedule.*
- *to be an active participant in creating a stimulating classroom environment. This instructor welcomes thoughtful reflections from students and finds new and creative ideas to be life giving.*
- *to attend each class for the full class period; our term consists of 9 class periods; everyone's presence, both physically and psychologically, is important.*

Reflection Paper Guidelines:

- These papers are directed reflections intended to elicit thoughtful integration of your personal experience with classroom learning and reading material. **Each paper must include at least three references to scholars/research/insights from any of the texts.**
- The length of your paper should be 3-5 pages. Papers need to be type written, free of typographical errors, and written in a cohesive, readable form. **Please be intentional about proofreading your work.** Do not include run-on sentences. Do use correct grammar and punctuation.
- If you need writing assistance for your papers, please note that Loyola has writing center tutors at the Lake Shore as well as the Water Tower campus. Contact information is: writingctr@luc.edu or (773) 508-7708. Tutors are by appointment only. If it is inconvenient to access the writing center and you need writing assistance, please find a friend or classmate who can assist you.
- Remember to include your name and the date on each paper.
- Reflections papers may be submitted via snail mail to Charlotte Dillon, 1135 Garfield Avenue, Aurora, IL 60506, or by an email WORD document before or on the due date.
- The grade for these papers will be based on four criteria:
 1. Personal reflection, as reflected in where you authentically are, not where you think you "should" be
 2. Demonstration of an understanding of one's current developmental state as it informs your ministry, even if you are in a state of flux relative to your developmental stage and/or calling
 3. Papers must reflect that you have read the texts and are learning the classroom material
 4. Good writing style

A student's grade will be determined as follows:

- Class attendance; evidence of having read the material; classroom participation: 40%
- Reflection Paper I - due on or before July 13, 2009 - 20%
- Reflection Paper II - due on or before July 20, 2009 - 20%
- Reflection Paper III - due on or before July 27, 2009 - 20%

Reflection paper topic options are in Course Documents in Blackboard.

Please let the instructor know via email or phone if you are unable to attend class on a particular day.

Class Schedule

June 15th: **Introductions, Class overview**

*Afternoon Topics: In Search of a Relational Theology
Introduction to Attachment Theory and Epigenetics*

Class Reading:

- Please read *A Secure Base* before this class.
- Prior to class, take the on-line attachment survey and consider the Adult Attachment Interview questions. One page detailing the on-line portion as well as a partial list of the AAI questions can be found under Course Documents in Blackboard. Bring your results of the on-line survey and your thoughts about the family questions to our first class.
- Course Documents in Blackboard holds an address to an article from the Journal of Psychology and Theology. Please read the article and take the Attachment to God Survey and self-score your results for the first class.
- Course Documents in Blackboard lists an address for an article from Discover Magazine entitled, *DNA is Not Destiny*. If possible, read this article for class.

June 16th: **Brief Introduction to Neuroanatomy, as it Pertains to Attachment Theory and Human Development**

Special topic - Gifts from the Decade of the Brain (the 90's)

Class Reading: Please read as much as you are able of *The Mindful Brain* prior to this class.

Introduction to Stage Theories of Human Development

*Psychosexual: Freud; Psychosocial: Erikson; Intellectual: Piaget
Moral: Kohlberg; Spiritual: Fowler; Integrative: Kegan*

Class Reading: Dayringer: Chapter 12

June 17th: Stage Theories of Human Development

Specific focus on Freud, Erikson, and Piaget

Class Readings: Please google and read the following:

Freud: www.ship.edu/~cgboeree/freud.html - 61k (brief biography and overview of psychosexual stages of development)

Erikson: www.ship.edu/~cgboeree/erikson.html - 51k (overview of stages)
www.nndb.com/people/151/000097857/ - 19k (biography)

Piaget: www.ship.edu/~cgboeree/piaget.html - 26k (biography and overview of cognitive stages of development)

Please review the Ministry Vignettes for this date, which are located in Course Documents in Blackboard.

June 18th: Continuation of Stage Theories

Specific focus on Kohlberg, Fowler, and Kegan

Class Readings:

Kohlberg: faculty.plts.edu/gpence/html/kohlberg.htm - 70k -

Fowler: faculty.plts.edu/gpence/html/fowler.htm - 19k

www.csec.org/csec/sermon/fowler_3914.htm - 29k

Kegan: www.mentalhelp.net/poc/view_doc.php?type=doc&id=11433 - 165k

Please review the Ministry Vignettes for this date, which are located in Course Documents in Blackboard.

June 22nd: Pregnancy, Birth and the Newborn Developmental Issues of Early and Middle Childhood

Class Reading: Dayringer: Chapters 2, 3, 4, and 5

June 23rd: Early and Late Adolescence

Class Readings: Dayringer: Chapters 7 and 8

June 24th: **Young, Middle, and Late Adulthood**

Class Readings: Dayringer: Chapters 1, 6, 9, and 10

In preparation for this class, students are asked to google the following:

<http://www.booserver.com/projects.php?ProjectID=3094>

This site will give students access to purchase, for one pound via paypal, a 7 day, unlimited viewing of the 52 minute version of the film, *Rain in a Dry Land*. This is a powerful documentary that chronicles the journey of two Somali families from Kenyan refugee camps in their transition to the United States. Students are asked to view this film, bearing in mind developmental stages and issues from a cross-cultural perspective. Questions pertaining to this film can be found in Course Documents in Blackboard, under this date and with the title, *Rain in a Dry Land*. We will follow-up with a discussion of the questions during this class period. Wherever possible, students are encouraged to view this film together in small groups.

June 25th: **Trauma, Spiritual Resilience, and Transformation Across One's Life Span**

*Special Topics: The Transformative Power of Forgiveness
The Paschal Mystery all year long and all life long*

Class Reading: Chapter 7 from *The Holy Longing* by Ronald Rolheiser (1999) - This reading will be provided as a class hand-out on the first day of class.

Wrap-up and Course Evaluations