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The Human Person and Psychological Development (IPS 555-001)

Fall 2010

Water Tower Campus
Tuesdays 1:00 - 3:30 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 pastoral care giver’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 Texts:

Stages of Faith: The Psychology of Human Development by James W. Fowler (paperback, 1995)
How God Changes Your Brain: Breakthrough Findings from a Leading Neuroscientist by Andrew Newberg and Mark Robert Waldman (Paperback, 2010)

Course Pack: Selected Readings for The Human Person and Psychological Development

The Coursepack may be purchased at the WTC Loyola bookstore the first week of class. These readings have been specifically compiled, rights to use approved, and printed for the fall course. Articles draw from the various disciplines and the premiere journals of those disciplines that will be represented in our course.

Recommended Texts: *Development Through Life* by Newman and Newman, 10th edition, 2009
This recommended text is an excellent complementary, contemporary, user friendly text book that clearly elucidates many vicissitudes of human development across cultures from womb to tomb. It is very expensive, and its details are well beyond the scope of all we can cover in this class. It is recommended as an adjunctive resource to our studies and would be a valuable asset in your professional library. The least expensive way to purchase this text is from a former student of this class or new/used from Amazon.

The Mindful Brain by Daniel Siegel, 2007

Given the plethora of research that is being conducted within the neurosciences, as it relates to development across all domains, it is highly recommended that all persons in a position to minister be conversant with the nomenclatures of neuroanatomy, as well as basic practices which enhance neurological functioning across the life cycle. Siegel’s book, as well as the required Newberg and Waldman text, provide wonderful stepping-stones into this field.

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 engage issues connected to our "call to grow," within theological reflection, one's personal developmental journey, and one's ministerial calling

Learning Outcomes:

- Students will be conversant with the theoretical underpinnings which serve as scaffolding for understanding and articulating how people grow and mature across the domains of the biological, psychosocial, psychosexual, moral, and spiritual stages of human development, as framed by attachment theory and the neurosciences.
- Students will be able to articulate how new insights into how we grow and develop across the life cycle may inform and enhance personal and professional identity formation and counseling/ministerial/pastoral practices.
- Students will have an overarching framework regarding directions of human growth and development. E.g.: simple to complex, egocentric to other centered, enmeshed to differentiated within connection, etc.
- Students will have formulated a semester synthesis project that integrates some piece of personal transformation and theological reflection as it interfaces with their particular ministerial calling and discipline of study at IPS.

Academic Standards: For a full overview of the standards and procedures for the Institute of Pastoral Studies, please go to the IPS website and click on the "Standards and Procedures."

One of the core standards in academia involves abstaining from cheating or plagiarism. For the purposes of this class, cheating will entail claiming for your own work the efforts of another. An example of cheating would be allowing someone else to do your writing, which you in turn submit as your own. Collaboration and discussion with one another is acceptable, as long as you have done the required work and are engaged with your own ideas as well as those of your cohorts.

Plagiarism, on the other hand, involves claiming as your own work the words or ideas of another. For the purposes of this class, a student avoids plagiarism by using a formalized documentation style, such as APA or MLA to note direct quotes or paraphrased ideas from another, be it written work, a professor, another student, etc. Particularly if you have been absent from the academic world for awhile, please familiarize yourself with ways to avoid plagiarism. A user friendly site that will help with this is www.northwestern.edu/uacc/plagiar.html. If you have questions about what might constitute plagiarism, please consult the Loyola Writing Center or your instructor.

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.*
- *arrive for class prepared academically, physically, and spiritually to engage in a lively faith learning community.*
- *construct assessment activities, which facilitate the academic and professional development of each student.*
- *treat each student with respect and work to facilitate a respectful, emotionally safe and interesting learning environment.*
- *accommodate diverse learning styles with lecture, discussions, audio visual aids, clinical vignettes, stimulating questions and library reserve materials.*
- *post power point slides in Blackboard under “course documents” by Monday evening at 8 p.m. prior to class the next day.*
- *open and end each class with an intentional moment for meditation or reflection.*

Students are expected:

- ***Before class begins*** to download, read thoroughly, and understand the contents of the course syllabus. This syllabus constitutes an agreement between the student and instructor, with expectations outlined for each. Please ask for clarification if you have any questions.
- *to read all required readings on time; students need to obtain personal copies of each of the required texts. Used and new copies of the texts can be purchased through Amazon.*
- *to submit three reflection papers, as noted in the course schedule, on or before the due date.*
- *to complete a semester synthesis project, as described in the syllabus.*
- *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 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:
Log onto the IPS website and click on “links” in the upper right hand corner.
 Click the “Personal Account Manger” (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 at least once a day, as this instructor regularly communicates to students by email.**
- *to take responsibility for finding one’s place within the learning community. Each person’s contribution is important, and as such, the experience of this class is a collaborative effort of the involvement of all of its members. It is expected that the members of our learning community will hold diverse beliefs; it is therefore important to demonstrate mutual respect and to approach the diversity within our class with openness and thoughtfulness.*

Student expectations: (continued)

- *to attend each class for the full class period, which means also returning from breaks promptly; our term consists of 14 class periods; everyone's presence, both physically and psychologically, is important to our learning community. IPS standards state that two missed classes will result in a warning and three missed classes (excused or not) will typically result in a need to repeat the course. Please communicate with the instructor about extenuating circumstances.*

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 your readings from this course.**
- Please note that references **may** follow the format of the Publication Manual of the American Psychological Association (6th edition). **A copy of this manual is behind the reference desk on the 6th floor of Lewis Library, located at 25 East Pearson. (Call number is BF76.7.P83 2001)** Students should also note that an abbreviated version of the APA and MLA guidelines may be found on this web site: <http://owl.english.purdue.edu/owl/resource/560/17/>
- Your discipline may encourage another standardized publication style; you are free to use that format as long as you notify the instructor of the style you are using.
- 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.** Unacceptable grammatical errors and errors of form include the following: misspelled words, sentence fragments, run-on sentences, mistakes in capitalization, serious errors in punctuation, errors in verb tense or subject/verb agreement, and improper use of the APA or other acceptable citation format.
- 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 that can assist you. **Your written work is an important component of your professional development and must reflect the academic standards of graduate work.** This instructor considers your papers to be a written form of communication that reflects you, personally and professionally. As such, she engages in reading your work and expects that you will have taken time to consider the composition of your words and thoughts. She prefers to focus on your ideas, rather than on copy-editing your written work. Therefore, for every five errors mentioned above, a student's grade will be lowered by two percentage points. More than 15 errors in a paper will result in a "C" grade.
- Remember to include your name and the date on each paper.
- Papers may be submitted in class or via an email WORD document before or on the due date. **Hard copy papers will be returned in class, with comments; electronically submitted papers will be returned electronically, with comments.**
- The grade for these papers will be based on four criteria:
 1. Personal awareness, as reflected in where you authentically are, not where you think you "should" be
 2. Insight into the integration of your current developmental stage as it informs your ministry, even if you are between worlds
 3. Papers must reflect that you have read the assigned readings and are learning the classroom material.
 4. Good writing style, including accurate notation of references

Semester Synthesis Project:

During the term, the instructor will be presenting highlights of an integrative theory of human development nested within a theological reflection. During our time together, this instructor asks that you thoughtfully consider how humans grow and develop physically, psychologically, socially, intellectually, and spiritually, within a theological context. It may be that you agree with some or all of the instructor's ideas and perhaps not. A basic learning outcome of this course is that you begin to articulate an integrative model for how humans grow and develop within a theological framework. It is assumed that this model will remain dynamic throughout your life, and that it will inform and enhance not only your continuing personal and professional formation, but also your discernments relative to ministry.

For the synthesis project, students will be asked to discern a particular challenge within one's respective discipline or ministry. The synthesis project needs to articulate the following:

- Address the stages of development represented in this challenge across the domains of psychosocial, intellectual, spiritual and moral stages of development. Support your analysis with references to classroom and reading material.
- Provide a framework for speculating how attachment theory plays into this situation and how it might inform your ministry within this challenge.
- Within what kind of theological framework do you ground your understanding of how you might effectively engage with this challenge?
- As a pastoral care giver, what kinds of considerations and interventions might you imagine and activate, with the hope and intention of being an agent of change in this situation?
- How do imagine your own strengths and weaknesses relative to your life experiences and maturity interface with your ability to minister within challenge?
- Detail a conclusion section, including at least three major insights that you have gleaned about yourself or human development as a whole during your learning in this course.

The synthesis project will be a class presentation that can be done individually or with a group of two or three classmates. Examples of challenges include a case presentation relative to someone in spiritual direction, the construction of a Christian Education curriculum, an analysis of a social justice situation, ministry to someone in a crisis situation within a parish, a moral dilemma, an assessment of ministering to someone who is in hospice, or whatever touches your heart and draws upon your passion. Students need to present an abstract of one's project to the instructor by November 9th.

Student grades will be determined as follows:

- Class attendance; evidence of having read the material; classroom participation: 25%
- Reflection Paper I - due September 14th: 15%
- Reflection Paper II - due: October 5th: 15%
- Reflection Paper III - due November 9th: 15%
- Semester Synthesis Project - November 30th: 30%

Grades will be assigned via the following percentages:

94-100% = A; 90-93% = A-; 87-89% = B+; 81-85% = B; 78-80% = B-; 74-77% = C+; 69-73% = C
Any grade below a C will be assigned in consultation with the student's graduate program director.

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

Class Schedule

August 31st: Introductions, class overview

Afternoon Topic: Locating a Relational Theological Framework within the context of Christian Spirituality

Introduction to Attachment Theory

Reading Assignments: Bretherton: *The Origins of Attachment Theory: John Bowlby and Mary Ainsworth (Course Pack)*
 Bowlby: *The Role of Attachment in Personality Development (Course Pack)*

September 7th: Attachment Styles; Assessment of Personal Attachment Style;
 Brief overview of neuroanatomy and its implications for transformation across the life cycle

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

Assignments:

1. Newberg & Waldman: *How God Changes Your Brain (pages 1-130)*
2. Beck & McDonald: *Attachment to God: The Attachment to God Inventory, Tests of Working Model Correspondence, and an Exploration of Faith Group Differences (Course Pack)*
3. Hall, Fujikawa, Halcrow, & Delaney: *Attachment to God and Implicit Spirituality: Clarifying Correspondence and Compensation Models (Course Pack)*
4. Kirkpatrick: *An Attachment - Theory Approach to the Psychology of Religion (Course Pack)*
5. Under "assignments" in Blackboard, there is a subject line called "September 7th: Video Clips." Here you will find directions for viewing a lecture by Dan Siegel online, which I ask that you view for this class. It is about 60 minutes long.
6. Complete the following attachment surveys, the directions for which are found in Blackboard under "assignments" for this date. Each of these surveys should take no more than 10-15 minutes to complete; please note to read the entire article connected to the Attachment to God Inventory, paying particular attention to compensatory vs. correspondence styles of attachment to God.
 "What is my Attachment Style?"
 Attachment to God Inventory

September 14th: Overview of the Stage Theories of Human Development

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

Specific focus on Freud and Erikson

Reading Assignments: Freud: *The Development of the Sexual Function (Course Pack)*
 Erikson: *Eight Ages of Man (Course Pack)*

Reflection Paper I: What is my attachment style? What primary forces within my early primary relationships have formed my style? What are two examples in which my attachment style drives the nature of my ministry? Why is it important to understand one's own attachment style relative to one's calling? Be sure to include three references that are cited appropriately both within your text as well as on a reference page at the end of your paper.

September 21st: Continuation of Overview of Stage Theories

Specific focus on Piaget and Kohlberg

Reading Assignments: Emling: *To Invent is to Understand: Creative Aspects and Perspectives of Jean Piaget's New Discipline (Course Pack)*
Kohlberg: *The Claim to Moral Adequacy of a Highest Stage of Moral Judgment (Course Pack)*
Hannafey: *Ethics as Transformative Love: The Moral World of Ety Hillesum (Course Pack)*

September 28th: Continuation of Overview of Stage Theories

Specific focus on Fowler's spiritual stages and Kegan's "meaning making"

Reading Assignment: Fowler: *Stages of Faith* (pages 122-304)
Fowler: *Toward a Developmental Perspective on Faith (Course Pack)*
Hall: *Psychoanalysis, Attachment, and Spirituality Part I: The Emergence of Two Relational Traditions (Course Pack)*
Hall: *Psychoanalysis, Attachment, and Spirituality Part II: The Spiritual Stories We Live By (Course Pack)*
Erikson: *The Constructive Developmental Theory of Robert Kegan (Course Pack)*

You will find a series of counseling vignettes under Blackboard "assignments" for September 28th. Please read each of them. Carefully consider the questions at the bottom of each vignette and be prepared to discuss them during class. This will give an opportunity to practice using attachment theory and the stage theories which we have been learning, as they might apply in a ministry situation.

October 5th: Pregnancy, Birth and the Newborn

Reading Assignment: Watters: *DNA is Not Destiny (Course Pack)*

Special Topic - Epigenetics

Library Assignment: View: *The Miracle of Life (60 minutes)* - DVD on reserve in Lewis Library - 6th floor. You are encouraged to watch this with a classmate or in a group.

Reflection Paper II: Referring to the paper, *Ethics as Transformative Love: The Moral World of Ety Hillesum*, what stage of moral and spiritual development do you see Ety as having achieved? Support your conclusions from our classroom readings or other readings with which have informed your reflections. What are your thoughts as to developmental and spiritual factors which allowed Ety to grow as she did in her shortened life span? What factors do you see as having accelerated her transformation? How do these factors interface with life in Chicago in 2010 or with your own cultural/ethnic background? What other reflections do you have that engage the constructs around attachment theory or life stage development which may be interfaced with Ety's life story?

October 12th: No class; Fall Break

October 19th: The Young Child

Reading Assignment: Fowler: *Stages of Faith (Introduction through page 68)*

Library Assignment: View: *10 Things Every Child Needs for the Best Start in Life (60 minutes)* - - DVD on reserve in Lewis Library - 6th Floor. You are encouraged to watch this with a classmate or in a group.

October 26th: The School Age Child

Reading Assignment: Fowler: *Stages of Faith (pages 63-68)*
Balbernie: *Reactive Attachment Disorder as an Evolutionary Adaptation (Course Pack)*

Special Topics: The Nuances of Sexual Orientation: What We Know and What We Don't Know!
Reactive Attachment Disorder - The Story of Beth

November 2nd: Adolescence

Reading Assignment: Fowler: *Stages of Faith (pages 69-77)*

Library Assignment: View: *The Secret Life of the Brain (the full segment on adolescence)* - DVD on reserve in Lewis Library - 6th Floor. You are encouraged to watch this with a classmate or in a group.

November 9th: Adulthood

Reading Assignments: Fowler: *Faith Development at 30: Naming the Challenges of Faith in a New Millennium (Course Pack)*
Gaudet: *Emerging Adulthood: A New Stage in the Life Course (Course Pack)*
Marcia: *Identity and Psychosocial Development in Adulthood (Course Pack)*

Reflection Paper III: Drawing on the work of Erikson's stage theory, reflect on a critical incident at any point in your adolescence that affected your identity formation. What factors influenced you positively and/or negatively? Relate two of those factors to an area of thought/research from readings on adolescence. Be sure to include three references that are cited appropriately both within your text as well as on a reference page at the end of your paper.

November 16th: Older Adulthood: Death and Dying

Reading Assignment: Delio: *Religious Pluralism and the Coincidence of Opposites (Course Pack)*
Zagano & Gillespie: *Embracing Darkness: A Theological and Psychological Case Study of Mother Teresa¹ (Course Pack)*

Special Topic: What Does Holding Paradox have to do with Maturation, Transformation and Ministry?

November 23rd: 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*

Reading Assignment: Rolheiser: *The Holy Longing, Chapter 7 (coursepack)*

November 30th: Semester Syntheses Project Presentations

December 7th: Semester Syntheses Project Presentations; wrap-up; course evaluations

**Reserve Materials
Lewis Library
6th floor**

DVD Format:

The Miracle of Life (required viewing)

10 Things Every Child Needs for the Best Start in Life (required viewing)

The Secret Life of the Brain - Adolescence (required viewing)

Ghost in Your Genes (for your edification)

Development Through Life by Newman and Newman, 10th edition, 2009 (for your review)