

**MB Biblical Seminary**  
**MF-536 HUMAN DEVELOPMENT (3 Units)**

Aug. 18-20, Oct. 12-15, Fall 2009  
E-mail: [dfriesen@mbseminary.edu](mailto:dfriesen@mbseminary.edu)

Delores Friesen, Ph.D.  
Office: 452-1711

**COURSE DESCRIPTION**

This course provides a detailed outline of cognitive, affective, biological, psychosocial and spiritual development of persons through the life span. Since the course is offered within a graduate marriage and family and child therapy curriculum, the emphasis is on clinical theory and praxis within an integrative framework. The process of transition and change and the ensuing developmental issues in counseling children, youth and older adults will be addressed. Since early detection and assessment of actual and potential problems frequently prevents serious later difficulties, the course's perspective includes prevention. Pastors, parents, and teachers are encouraged to enroll in this course as understanding the development of persons across the life span is a crucial skill for pastoral and educational work. Faith development and working with persons who have disabilities are two other topics that are emphasized in the course.

It is assumed that MFCC students will already possess a basic working knowledge of life-span developmental psychological theory including Piaget. Thus, an undergraduate course in human development, child development, developmental psychology, or applied developmental science is strongly recommended prior to enrollment in MF-536.

MF 536 is a prerequisite for MF-640, Counseling Children. If you take the August portion of the class this will meet the prerequisite, as we will be studying the prenatal, child and adolescent sections of the course in August. The meeting times for Part One are 8 a.m.-2 p.m., Tuesday, Wednesday, Thursday, August 18-20. This can be a part of your summer load if desired, (1 or 1.5 units) but you can also sign up for the entire three units and count the entire course in your load for fall. All work for Part One of the course will need to be completed no later than September 8<sup>th</sup>. Part Two of the course meets during Module Week, Monday, October 12, from 1-9 p.m.; Tuesday and Wednesday, Oct. 13-14, 9:00 a.m. to 4:00 p.m., and on Thursday, Oct. 15, from 9:00 a.m. to 1:00 p.m. All work for this portion of the class is due no later than October 30.

**LEARNING OUTCOMES - KNOWLEDGE**

1. To explore the interface of developmental theories with the practice of counseling and pastoral care.
2. To develop a working knowledge of attachment theory as a developmental umbrella in the treatment of psychopathology, trauma, and relational dysfunction.
3. To understand the developmental features of social cognition and selfhood through adolescence and young adulthood, framed in terms of identity.
4. To develop a theologically integrative foundation for understanding developmental phenomena and the assumptions behind their interpretation.

## **LEARNING OUTCOMES – SKILLS AND PERSONAL FORMATION**

1. To assist the student in understanding his/her own physical, social, cognitive, psychological, moral and spiritual development processes.
2. To develop a respect for each person's uniqueness and to learn from others' experiences of maturation and growth, including those who are developmentally disabled.
3. To explore the implications of spiritual formation and narrative throughout the life course for therapeutic and pastoral practice.
4. To develop skills in recognizing the developmental agendas and needs of children, youth, and adults, and how to counsel appropriately at various transition points, including early recognition, treatment, and prevention of actual and potential developmental crises.

### **TEXTBOOKS:** (\*On One Day-24 Hour Reserve at Hiebert Library)

- \*Albom, Mitch. (1997) Tuesdays with Morrie. New York: Doubleday.
- \*Balswick, J.O., P. E. King, K. S. Reimer. (2005) The reciprocating self: Human development in theological perspective. Downers Grove: Intervarsity Press.
- \*Guavain, M. (2001). The social context of cognitive development. New York,: Guilford.
- \*McAdams, D. (1993) The stories we live by: Personal narratives and the making of the self. New York: Guilford.
- \*Vanier, J. (1999). Becoming human. New York: Paulist.

### **Recommended Texts for Reference:** (\*On one day - 24 Hour Reserve at Hiebert Library)

- \*Clinton, T. & G. Sibcy. (2002) Attachments: Why you love, feel and act the way you do. Brentwood: Integrity Publishers
- \*Crain, W (2000) Theories of development. Concepts & applications. 4<sup>th</sup> ed., Prentice-Hall.
- \*Erdman, Phyllis & Tom Caffery. (2003). Attachment and family systems. Brunner-Routledge.
- \*Golan, Naomi (1981) Passing through transitions. Free Press.
- \*Kaufman, G.W.,L.M Kaufman, A.Weaver, N. Harnish. (1999) Freedom fences. Herald Press.
- Monographs of the society for research in child development. Blackwell Publishers, Inc.
- \*Shelton, Charles M. (1983, 1985) Adolescent spirituality. Crossroads, (out of print).
- \*Sanborn, Celebrating passages in the church. Chalice Press, 1999.

### **COURSE FORMAT:**

This course is divided into two parts, meeting as described on page one of the syllabus. It is important that MFCC students sign up for both sections of the course; other students may elect to take only Part One or Part Two, if this fits their program goals. Because of the intensive nature of the course, students are expected to complete most of the reading **before** the course meeting dates. Students will be expected to participate in class exercises, read assigned texts, and generate oral/written material. This course is designed around an interactive learning environment that includes case study/discussion, and attendance is mandatory. Since topics are not repeated, absences, tardiness and leaving class early seriously compromise the learning process. Any student missing more than 20% of class meeting time will receive a failing grade. Exceptions to this policy may be considered because of medical or family emergencies, but all exceptions must be approved by the instructor and the academic dean. Auditors are welcome in this course if they attend regularly. They may participate in discussions if they have read course

materials or have relevant life experiences to share. For the sake of other students and the integrity of the learning environment, *cellular phones must be turned off during class.*

**Evaluation.** Evaluation will be based on examination, written assignments, and class participation. The grading schedule is at the end of this syllabus. All written work is expected in the format of the American Psychological Association publication manual, 5<sup>th</sup> edition. The APA publication manual is on reserve at the Hiebert Library. Another option is to purchase an APA template for MS Word entitled *APA Style-Helper 3.0.* at [www.apa.org/books](http://www.apa.org/books).

**Assignments.** All assignments must be completed to receive a passing grade. Late assignments will result in loss of one letter grade for each week late. Because of the intensive nature of this class, formal extensions will not be approved unless there are medical reasons. If you wish to maximize confidentiality on your graded assignments, please submit the assignment in an envelope. Your graded assignments will be returned in the same envelope. Any assignments submitted electronically must be in Microsoft Word format. Hard copies are preferred.

## **ASSIGNMENTS AND EXPECTATIONS**

### **I. Reading (10%)**

(A) Course textbooks. Read before the class focus. Assigned texts do not need annotations, but There are detailed study guides for both Guavain and The Reciprocating Self, which need to be completed and turned in to the professor. (B) Research Articles - Read at least one for each topic. Some recommendations will be given in class. Child Development is an example of an excellent Journal at Hiebert Library. (C) In addition to the texts, please read at least 30 pages per topic in professional ministry and therapeutic sources. The supplemental materials on reserve are recommended, but students are also encouraged to choose and select articles that fit their interest. Please document what you have read in these last two categories, with brief annotations and turn your reading log in along with the observational assignments. (5% for each one, noted in II.)

### **II. Observation Assignments (30% + 10% for Reading Annotations, from I)**

(A) Volunteer for at least one hour in a care giving context for young children, (0-3). Church nurseries are an ideal venue. Write a detailed report giving the reader an overview of (1) setting, (2) inter subjective awareness of a single child, (3) observed behavior indicative of attachment in this child, and (4) reflection on how the child does/does not interact with social context. (5) observed behavior in the adult(s) interacting with the child. (6) Your (seven page, double spaced) report should conclude with a brief reflection of how observed attachment patterns indicate positive and/or negative developmental trajectories, and how parental or educational interventions affect the child's development. Remember to include documentation and reading annotations which briefly summarize relevant research and professional resources you have read.

**Due Date: August 31 (15% for report, plus 5% for reading annotations from I).**

(B) Volunteer for at least one hour in a care giving context for older persons. A convalescent hospital is an ideal venue. Write a detailed report giving the reader an overview of (1) setting, (2) assessment of cognitive functioning for a single chosen individual, (3) narrative themes indicative of his/her identity resolution (you are encouraged to engage an individual in conversation), (4) reflection on how the individual does/does not interact with social context. Your report (seven page double spaced) needs to include reflection on how existential themes, faith development, and life review narratives are being integrated, if at all, in the person's life.

**Due Date: October 30 (15% for report, plus 5% for reading annotations).**

Use assigned names in both reports to protect the persons you observe or interview. Summarize each experience in a brief, succinct essay focusing on what you learned. Include a brief, annotated bibliography, noting what you have read, including current research and any questions or ideas you would like to study or pursue further. You may include illustrations from or applications to your personal experience and chosen vocation, if these are pertinent to your conclusions. Experience stories like those found in Albom, Lind, and Pipher will be helpful.

### **III. Exams (30%) August 22 for Midterm (15%); October 15 for Final Exam (15%)**

The midterm will cover all course material in Part One and will include case studies, short answer, essay and multiple choice questions. The final will cover all material in Part Two and will include short answer, essay and multiple choice questions, along with several case studies included for analysis.

**IV. Study Guides (10%)** The Guavain and Balswick, et. al. texts will have study guides which need to be completed and handed in **prior** to the exams. It is recommended that students complete these as they read the books, prior to the beginning of the class meetings.

### **IV. DEVELOPMENTAL COUNSELING OR MINISTRY PROJECT (10%)**

Bring a 2-3 page summary of your project and how it affected your own growth and development to class on **October 14**. You may choose one or more of the following:

Participate in Reading and Beyond. Contact [jsantana@readingandbeyond.org](mailto:jsantana@readingandbeyond.org)  
Phone: 559-226-4672; FAX 559-226-3088 for details. Literacy is key to development!

Work with a congregation or agency such as CCMRS (221-8944) or College Community Church (291-3344) in designing and presenting some Adult Education or Sunday School classes or interacting with adults who are developmentally delayed.

Volunteer at Central Valley Children's Service Network, 456-1100, (Lou Hernandez).  
Personal Growth and Development Project: Choose a new task or experience that will involve some risk for you. Reflect on your reactions to this challenge.

Attend a Parkinson's, Breast Cancer, Prostate Cancer, or other Support Group, visit Oasis or other programs for older adults, and write a brief essay about your reflections on this experience and the value of such a group. See instructor for additional information.

Visit with families or persons facing terminal illness, trauma, or loss, or visit a Hospice Care Facility and talk with the caregivers.

Develop and/or evaluate parent training materials. Assist in community or congregational opportunities for Parenting classes. Summarize your learnings and the resources utilized.

Reflection Paper: What do you think will be your strengths and weaknesses as an infant/child/adolescent/older adult's therapist or pastor? What might be potential areas of trouble or counter transference for you in working with the varying age groups? Which of these groups is easiest for you to relate to and work with? Where do you get hooked by your past or your personality? What resources do you bring to each group?

Design a presentation or workshop on Gender Development: Men's or Women's issues.

Outline Pastoral Care and Congregational Programs for various ages across the life cycle.

Prepare an annotated bibliotherapy list of developmental resources you peruse, consult, read, or review that could be used with clients or parishioners.

Review and analyze several films, videos, tapes, or TV dramas that relate to the content of this course, which you might recommend to clients. Critical thinking is expected and assumed. Analyze how, when, and why you might utilize these media resources.

Critique significant classic or recent developmental books such as Gilligan's In a Different Voice, Pipher's Reviving Orphelia or Another Country, Albom's Five People You Meet in Heaven or a developmental theory such as Fowler, Montessori, Erikson, Vygotsky.

Prepare counseling handouts, resources, and guidelines for various developmental issues and stages across the lifespan that could be used in your counseling & pastoral ministries.

### **TENTATIVE SCHEDULE**

| Date  | Topic  | Readings   |
|---|--|--|
| <b>Part One, August 18-20</b>   |  |  |
| <b>Please complete as much of the reading as possible BEFORE the Course begins.</b> |  |  |
| Aug. 18   | Introduction: Developmental Frameworks                                       | Gauvain (1)<br>Balswick, et. al., Part I                             |
| Aug. 18   | Biological and Relational Foundations of Attachment, Selfhood, and Cognition | Gauvain (2), McAdams (1,2)<br>Browse Crain (13, 1, 2, 3)             |
| Aug. 19   | Infancy: Building Blocks of Safety Trust, Curiosity, Attachment              | Gauvain (3, 4)<br>Clinton & Sibcy (1, 2, 3)<br>Balswick, et. al. (6) |
| Aug. 19   | Early Childhood: Importance of Friends, Play and Learning                    | Gauvain (5, 6)<br>Balswick, (7), Crain (4)                           |
| Aug. 20   | Middle Childhood: Developing Competence and Resilience                       | Gauvain (7)<br>Balswick, et. al. (8)                                 |
| Aug. 20   | Adolescence: Identity and Individuation                                      | McAdams (3, 4, 5, 6)   |
| Aug 22  | Midterm Examination is Due   |  |
| Aug. 31   | Essay/Observation/Reading Log I is Due                                       | Browse Shelton   |

**Please Note:** Late work must be in no later than Monday, September 8<sup>th</sup>.

## Part Two, Module Week, October 12-15

Please complete as much of the reading as possible BEFORE October 12

|         |  |  |
|---------|--|--|
| Oct. 12 | Human Development at a Different Pace<br>Adolescents and Persons with Disabilities   | Vanier (3), Crain (12)<br>Bibliography Sources                                 |
| Oct. 13 | Early Adulthood: Identity, Vocation, Intimacy  | McAdams, (5, 6), Crain (16)<br>Balswick, et. al. (9)                           |
| Oct. 13 | Adulthood: Generativity and Creativity   | McAdams (7, 8, 9)<br>Browse Clinton & Sibcy (4-7)<br>Balswick, et. al. (10-11) |
| Oct. 13 | Narrative, Identity, and Existentialism in<br>Advanced Age: Integrity and Despair  | McAdams (10 to End)<br>Albom, entire book                                      |
| Oct. 14 | Spiritual and Moral Development  | Vanier (1,2, 4), Crain (7)<br>Balswick, et. al. Part III                       |
| Oct. 14 | Becoming Human: Growth as the<br>Meaning of Life, <b>Essay II is Due</b><br>Share Counseling/Ministry Project Reports in Class | Vanier (5)<br>Clinton & Sibcy (8, 12)  |
| Oct. 15 | Counseling in Times of Transition and Change   | Browse Golan & Sanborn   |
| Oct. 15 | <b>Final Exam and Conversation about Developmental Issues in Therapy</b>   |  |
| Oct. 30 | All work for the course is due on or before this date.   |  |

### ACADEMIC POLICIES:

MBBS academic policies are described at [www.mbseminary.edu/fresno/policies](http://www.mbseminary.edu/fresno/policies). These policies provide guidance on academic integrity and plagiarism, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar or Academic Dean.

Course Evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.

Grading Scale: A = 90-100% Excellent, B = 80-89% Expected, C = 70-79 Below Expectations, F = <59% . All assignments must be completed to pass the course, and students must show that learning outcomes have been met. Grading is based on quality and depth of content, timeliness, APA style and documentation. Late papers are graded lower. Hard copies are preferred.

## **ADDITIONAL RESOURCES:**

There are a lot of videos in both the library and in the North Wing that will be helpful to you in your course of study. Excerpts of some of these will be utilized in class, but you may also wish to schedule time for viewing them in their entirety by yourself or with other class members.

Hiebert Library, City College, Alliant, and CSUF libraries all have significant journal holdings in the area of Life Span development. Students can also do a library search of numerous journal and research studies on line. Ask for assistance at Hiebert Library, if you wish to access study materials from these other schools. Be sure to document all sources utilized, including those from the internet. **Your reading must include some juried sources and current research.**

Be alert to media reports on current and new research. Students are encouraged to bring newspaper clippings, cartoons, information about television or internet resources to share with the rest of the class. These can also be attached to your observation assignments or ministry projects if they are germane to your writing.

\*Please consider a group project or more in depth term paper on one of the following projects, as an alternative assignment, especially if you have already engaged in considerable work or ministry experiences with children or older adults.

Study Guides will be provided for several of the textbooks. Please use these to help you master the material. Due dates for study guide questions will be given in class. If you do not have sufficient background in Life Span Development, please borrow one of the undergraduate textbooks available on the bookshelf outside Dr. Friesen's office, and use it every week.

### **\*Ideas/topics for group presentations or projects, or for class conversations**

Play Therapy, The Role of Play in Childhood  
Why and How to include children in family therapy  
Depression across the Life Cycle  
Anxiety Disorders of Childhood  
Abused Children: Resilience and Delinquency--what makes the difference?  
Conduct and Oppositional Behavior as a Developmental Phenomena  
Academic Underachievement  
Separation Anxiety: Causes and Cures  
Children and Adults who Adopt or are Adopted  
Helping Children Cope with Death  
Families with a Member who is Chronically Ill or Physically Handicapped  
Dealing with Terminal Illness Across the Life Cycle  
Counseling parents of Mentally Retarded and Learning Disabled Children  
ADHD Across the Life Span  
Suicidal, Runaway, Borderline Adolescents: Developmental Considerations  
Separation-Individuation Failure and Healing  
Delinquent Adolescents (Gangs)  
Children: To Have or Not To Have  
Parenthood in the New Millennium

Teenage Mothers and Fathers  
The Effects of Divorce Across the Life Span  
Eating Disorders, Anorexia Nervosa, Bulimia Nervosa: Developmental Research  
Life Review: Listening to Older Adults. The Use of Narrative in Healing  
Survivors of Suicide  
Family Life Cycle  
Care Giving for Aging Family Members  
Growth Issues for Retirees  
Effects of Sudden Death on Survivors  
Terminal Illness, Its Effects on Ill Person and Family Members  
Developmental Theories - Critique, Comparison  
Developmental Issues and Theory  
Listening to Older Adults  
Developmental Issues in the Congregation  
Ministry in Times of Transition  
Why People Find Change and Growth Threatening

Many cases, useful for making applications to therapeutic work, can be found in Gallein and Carter & McGoldrick.

Numerous web-sites related to this course are available. If you need www addresses, please contact the instructor.

If you are a pastoral student, there are many excellent resources geared to congregational and pastoral care developmental issues and needs. Several of these are listed in the bibliography and course syllabus. If you need to further adapt the course to meet your learning goals, the instructor is more than willing to help you design appropriate learning tasks and alternate reading assignments. See especially Aden, Duska and Whelan, Fowler, Sanborn, Kaufman's Freedom Fences, and No Crying He Makes by Lind. A Faith Development interview may be required.

**RECOMMENDED (\* ON ONE DAY-24 HOUR RESERVE AT HIEBERT LIBRARY)**

- \*Aden, Leroy, D.G. Brenner, and J.H. Ellens, eds. (1992). Christian perspectives on human development, Baker, See Chapters 1-4, 9, 14, and 17.
- Atkinson, Leslie & Kenneth Zucker. (1997). Attachment and psychopathology. Guilford,
- \*Barker, Philip. (1990). Clinical interviews with children and adolescents, Norton,
- \*Burlingame, Virginia. (1995). Gerocounseling. Springer,
- \*Carter, and McGoldrick. (1988). The changing family life cycle, 2nd edition, Gardner Press,
- Coles, Robert. The spiritual life of children.
- Daloz, Keen, Keen, Parks. (1996). Common fire: Leading lives of commitment in a complex world. Beacon Press,
- \*Duska, and Whelan. (1975). Moral development: A guide to Piaget and Kohlberg, Paulist Press.
- \*Fowler, James. (1995). Stages of faith. Harper Collins,
- Fowler, James. (1981). Faith development and pastoral care. Harper and Row,
- Garanzini, Michael. (1988). The attachment cycle. Ch. 3-5, Paulist.

- Gilligan, Carol. (1982). In a different voice, Harvard University Press, Mapping the moral domain. Harvard, (1988). Making connections, Harvard.
- \*Golan, Naomi. (1981). Passing through transitions, Free Press,
- Holmes, Jeremy. (1996). Attachment, intimacy and autonomy. Jason Aronson.
- James, Beverly. (1994). Handbook for treatment of attachment-trauma problems in children. Free Press.
- Kaufman, W., L. Kaufman, Weaver, and Harnish. (1999). Freedom fences. Herald Press.
- \*Knight, B. (1996). Psychotherapy with older adults, Sage, 2<sup>nd</sup> edition, 1<sup>st</sup> edition, (1986).
- \*Lind, Miriam. (1972). No crying he makes. Herald Press.
- Lustbader, W. and Hooyman, N. (1994). Taking care of aging family members. Free Press.
- Mowry, K.L. and Ed Robinson. (1993). Between a rock and a hard place. Beacon Hill.
- Neuger, C. C. and J. N. Poling. (1997). The care of men. Abingdon.
- Olson, G. Keith. (1984). Counseling Teenagers: The complete Christian guide to understanding and helping adolescents, Loveland, Colorado: Group Books.
- Pipher, Mary. (1994). Reviving Orphelia: Saving the lives of adolescent girls. Ballantine.
- Pipher, Mary. Another country: Negotiating the terrain of our elders.
- \*Pittman, Frank. (1987). Turning points: Treating families in transition and crisis, Norton.
- \*Santostefano, Sebastiano. (1998). A handbook of integrative psychotherapies for children & adolescents. Jason Aronson.
- \*Shulman, I. Tohen, S.P. Kutcher. (1996). Mood disorders across the lifespan. Wiley-Liss.
- Walant, Karen B. (1995). Creating the capacity for attachment. Jason Aronson.
- West, & A. E. Sheldon. Keller (1994). Patterns of relating: An adult attachment perspective. Guilford Press.
- \*Worden, William J. (1982). Grief counseling and grief therapy. Springer.
- Wolfelt, Alan. (1997). My journey through grief, Understanding grief, Companion Press.

### **Sample Journal Articles**

(In Purple Binders)

1. Benson, Schindler-Zimmerman, Martin. (1991). Assessing Children's Perceptions of Their Family: Circular Questioning Revisited. Journal of Marital and Family Therapy 17,4:363-378.
2. Combrinck-Graham. (1991). On Technique with Children in Family Therapy: How Calculated Should It Be. Journal of Marital and Family Therapy 17,4:373-378.
3. Dickerson, Victoria and Jeffrey Zimmerman. (1992). Families with Adolescents: Escaping Problem Lifestyles. Family Process 31,4:341-354
4. Fullinwider-Bush, and D. Jacobvitz. (1993). The Transition to Young Adulthood: Generational Boundary Dissolution and Female Identity Development. Family Process 32,1:87-103.
5. Gutstein, Steven, David Rudd and Christopher Graham. (1988). Systemic Crisis Intervention as a Response to Adolescent Crises: An Outcome Study. Family Process

6. Guttman, Herta. (1991). Parental Death as a Precipitant of Marital Conflict. Journal of Marital and Family Therapy 17,1:81-88.
7. Johnson, Brad and Mark Eastburg. (1992). God, Parent and Self Concepts in Abused and Nonabused Children. Journal of Psychology and Christianity 11,3:235-243.
8. Jordan, John, David Kraus and Eugenia Ware. (1993). Observations on Loss and Family Development. Family Process 32,4:425-440.
9. Lewis, J. (1988). The Transition to Parenthood: Stability and Change in Marital Structure. Family Process 27,3:273-283.
10. Ransom, Donald and Lawrence Fisher. (1995). An Empirically Derived Typology of Families: Relationships with Adolescent Health. Family Process 34,2:183-198. (See also pp. 161-182).
11. Seelig, W., B. Goldman-Hall and J. Jerrell. (1992), In-Home Treatment of Families with Seriously Disturbed Adolescents in Crisis. Family Process 31,2:135-150.
12. Shields, Cleveland. (1992). Family Interaction and Caregivers of Alzheimer's Disease Patients: Correlates of Depression. Family Process 31,1:19-34.
13. Veenstra, Glenn. (1993). Forgiveness: A Critique of Adult Child Approaches. Journal of Psychology and Christianity 12,1:58-68.