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 attention 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.

NB: This course is designed to meet the human development course requirement for Mental Health Counselor and Marriage and Family Therapy licensure. It offers essential knowledge for careers in ministry, chaplaincy, education, and psychotherapy.

Readings:

Required texts:

α Stevenson-Moessner, Jeanne, ed. 2000. *In Her Own Time*.

Reserve/Presentation Texts:

☞ Gilligan, Carol. 1982. *In a Different Voice: Psych. Theory and Women's Devel*.
☜ McGoldrick, M. 1985. *Genograms in Family Assessment*
Requirements and Evaluation:

Your final evaluation for the course will be based on class participation (10%), a small group presentation (20%), 2 observation papers of 7-10 pages (25% 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** 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. Completing assigned readings before class is essential to effective participation.

2) **Small group presentation**: You will have one discussion session in which to present a reading of your choice from the list of “presentation readings” for that day (if several chapters are listed from a given source, choose one to present.) On that date you are asked to come prepared with a 1-2 page summary of the article that should include definitions of any unfamiliar terms. Please bring enough copies to distribute to your discussion group with 2 extra for the instructor and teaching assistant. You will have about 10 minutes to 1) have the group read your summary, then 2) verbally express whatever reflections this reading has stirred in you. **Please do not read from your written summary – this is intended to be an oral presentation!** Your presentation will be followed by 15-20 minutes of small group discussion. The time frame will depend in part on whether 1 or 2 people are presenting that day. At the end of your presentation time everyone in your group (including you) will be asked to fill out brief evaluations.

3) **First observation paper**: 7-10 pages due 10/11 or 10/25
   This paper has two parts: observation and theoretical reflection. Find a child between the ages of 6 months to 3 years 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 2-4 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 3-6 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.

4) **Second observation paper**: 5-10 pages due 11/29 or 12/6
   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. 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. The exam will be handed out in class on 12/13 (meeting #12) and due by noon the following Monday, 12/17 (in hard copy or, if necessary, via e-mail attachment, MS Word). Sample exam questions will be distributed on or before meeting #11.

**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 Colarusso for examples.

**Criteria for grading:**
Written work will be evaluated for 1) clarity of expression – **please proofread!** (this 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, complete citations, etc.), 4) creativity and originality, including thoughtful dialogue between the perspectives of psychology, theology, faith, morality and spirituality. **Be sure to include name, date, title, headings and page numbers.**

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. Please avoid the extremes of either never speaking or dominating the airwaves.

**Class process:**
*First hour – 8:30 – 9:20.* Meet together in main classroom (room 167) for lecture and discussion.
*Second hour – 9:30-10:20* - Small group discussion in two rooms (rooms 167,173) led by the instructor and the teaching assistant. The groups will stay constant for the semester but the leaders will rotate after 6 weeks.
*Final hour – 10:30-11:15* - Reconvene in main classroom for further discussion, experiential exercises and/or video illustrations of course material.

**Goals:**
This course is intended as 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 observed in you or 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.
COURSE OUTLINE

Meeting #1 – 9/6 - Introductions

Introductions 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 - 9/13 - The Societal Context of Development

Required readings:

❖ Carter and McGoldrick, 1999, Ch. 1, “Overview” and Ch. 3 (8), “Genograms”
   (chapter numbers in ( ) = 1989 edition, where different)
⇔ Angelou, first half
α Fowler, Part I: “Human Faith“

Presentation readings:

α Stevenson-Moessner, chapter 2: Liebert, “Seasons and Stages”
α Stevenson-Moessner, chapter 3, Orr, “Socioeconomic class”

Exercise: The circles of our social lives, past and present - Where do we get social support?

Meeting #3 - 9/20 - The Family Context of Development

Required readings:

⇔ Finish Angelou
❖ Carter and McGoldrick, 1999, ch. 4 “Culture” (Ch. 3, “Ethnicity”), Ch. 2 “Self in context” (ch.4, “Family life cycle and Change”)
α Fowler, Part II: “Window on Human Development”
❖ HDF chapter 3 - Wimberley

Presentation readings:

Ψ Erikson, Chapter 7 - "Eight Ages of Man" (on reserve)
❖ Carter and McGoldrick, 1999, ch.12 “Rituals”, (Ch. 6, “Systems and Ceremonies”)
α Stevenson-Moessner, ch. 4, Neuger, “Narratives of harm”
or ch. 5, Cooper-White, “Trauma”

Exercise: Sharing our family genograms - How does family affect our sense of self?

Meeting #4 - 9/27 - Infants and Parents - 0 to 3 months

Required readings:

Ψ Colarusso, Chapters 1 & 3
❖ Carter and McGoldrick, 1999, ch. 15 “Becoming parents (Ch. 11)
HDF chapter two – Cooper-White
Presentation readings:
α Loder, ch. 4 “Infancy in Psychological Perspective”
Ψ Stern (1985), Ch. 1 or 2 – “Approaches to infancy”, “infant’s sense of self”
α Stevenson-Moessner, ch. 9, Treadway, Miller-McLemore “Two views on mothering”

Exercise: Myers-Briggs personality inventory - our inborn sense of self
(See Keirsey, Please Understand Me on reserve)

Meeting #5 – 10/4 - Older Babies and Families - 3 to 12 months

Required readings:
HDF chapter four – Steinhoff-Smith
Ψ Winnicott, 1958/1975 "Transitional Objects and Transitional Phenomena"
Ψ Stern, Interpersonal, Ch. 6 and 7 - "The Sense of a Subjective Self" (reserve)

Presentation readings:
α Loder, ch. 4 “Infancy in Theological Perspective”
α Ulanov, A and B, Chapters 1, 2 or 3 (reserve)
Ψ Crain, Chapter 3: “Ethological theories” (on reserve)

Film: Documentary on parents and babies, part one

Meeting #6 - 10/11- The Toddler and the World - 1 - 3 years

Required readings:
Ψ Colarusso, Chapter 4
HDF, chapter 5 - Yust
Ψ Stern, Chapter 8 - "The Sense of a Verbal Self" (reserve)

Presentation readings:
α Loder, ch. 6 “The Toddler”
Ψ Crain, chapter 6: “Piaget’s Cognitive Developmental Theory”
α Fowler, Part III: “Dynamics of Faith and Human Development”

Documentary on parents and babies, part two
First paper - Due date 1

NB: Class will not meet Thursday 10/18: Please use this week for papers and review.

Meeting #7 - 10/25 - The Oedipal Child - 3 - 6 years

Required readings:
Ψ Colarusso, Chapter 5
HDF chapter 6 - Gibson
⇔ O'Connor, "My Oedipus Complex" (Blackboard)

Presentation readings:
Ψ Erikson, Chapter 2 - "The Theory of Infantile Sexuality" (reserve)
α Loder, ch. 7 “The Oedipal Child”
Ψ Pollock, "Oedipus, The Myth..." (Blackboard)
Ψ Crain, chapter 11: “Freud’s psychoanalytic theory” (reserve)

First paper - Due date 2
Meeting #8 – 11/8 - The Latency Age Child - 6 - 11 years

Required readings:
Ψ Colarusso, Chapter 6
Ψ HDF, chapter 7, Thompson
ω Wickes, Chapter 8, “Fear” (on reserve)

Presentation readings:
α Loder, Chapter 8, “The School-Age Child”
Ψ Sarnoff - “The Work of Latency” (Blackboard)
α Ulanov, A & B, Chapters 4,5 or 6
Ψ Crain, chapter 7: “Kohlberg’s stages of moral development”

Film excerpt: Stand by me

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

Required readings:
Ψ Colarusso, Chapter 7
Ψ HDF chapter 8 - Nydam
⇒ Dalsimer, "Preadolescence: The Member of the Wedding"
α Stevenson-Moessner, chapter 7, Dell, “She grows in wisdom”

Presentation readings:
α Loder, Chapters 9
α Ulanov, Chapter 7, "Prayer and Aggression"
⇒ Gilligan, Chapter 3, “Concepts of Self and Morality”
Ψ Erikson, "The Concept of Ego Identity” (Blackboard)

Film excerpt: Member of the Wedding

11/19-23: Reading Week, Thanksgiving Break

Meeting #10 - 11/29 - Middle and Late Adolescence - Age 16 - 20

Required readings:
Ψ HDF chapter 9, Alice McNair
α Stevenson-Moessner, chapter 8, Bohler, “Attending to Alice…”

Presentation readings:
⇒ Dalsimer - "Middle Adolescence: The Diary of Anne Frank" (Blackboard)
α Loder, Chapters 10
α Ulanov, A & B - Chapter 8, "Sexuality and Prayer"
⇒ Gilligan - "Women's Rights and Women's Judgments" - Chapter 5
α Nelson - "Male Sexuality and Masculine Spirituality" - Chapter 1

Film excerpts: Diary of Ann Frank, The Breakfast Club

Second paper - Due date 1
Meeting #11 – 12/6 - Young Adulthood - Age 20 - 40

Required readings:

Ψ Colarusso, Chapter 8 & 10
α Fowler, Part V: Formation and Transformation in Faith
HDF chapter 10, Cushing
♀ Carter and McGoldrick, Ch. 10, Joining Families through Marriage

Presentation readings:

α Loder, Chapter 11 “Young Adulthood”
α Stevenson-Moessner, ch. 17, Dell, ”Will my time ever come?”
♀ Ulanov, Chapter 1, ”The Ministry of the Ego”
α Nelson, Chapter 2, ”Embracing Sexual Mystery”

Film excerpt: Raisin in the Sun

Second paper - Due date 2 (Sample exam questions will be distributed)

Meeting #12 – 12/13 - Middle Adulthood - Age 40 - 60

Required readings:

Ψ Colarusso, Chapter 11
α HDF chapter 11, Davis
↔ Kubler-Ross, Chapters 1-6
♀ Carter and McGoldrick, 1999, ch. 17 “Launching phase (Ch. 13)

Presentation readings:

α Loder, Chapter 12
α Stevenson –Moessner, ch. 10, Greider, “Perimenopause”
or ch. 11, Henderson, “Menopause”
α Nelson - Chapter 6, ”New Ways in Our Sexual Spirituality”,
♀ Ulanov, Chapter 2 ”The Devil's Trick” or chapter 3, ”Women's Wiles”

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

Meeting #13 - 12/20 - Late Adulthood, Death and Dying - Age 60 and beyond

Required readings:

Ψ Colarusso, Chapter 12
↔ Kubler-Ross, Chapters 7-11
HDF chapters 12, Lyon and chapter 13, Barbre

Presentation readings:

α Loder, Chapter 13
α Stevenson-Moessner, ch.12, Glaz, “On becoming an ancestor’
Ψ Erikson, "Reflections of Dr. Borg's Life Cycle" (Blackboard)
α Stevenson-Moessner, ch. 13, Screib, “Older Widows”
α Ulanov, A & B, Chapter 11- Transfiguration
♀ Ulanov, Chapter 4 - “The Wisdom of the Psyche”, pp.109 -144.

Film excerpts: Wild Strawberries: Documentary on Dying

♀ Course evaluations♀