

Course Syllabus
KNP 1443H – Human Growth and Spiritual Journey
Knox College
Toronto School of Theology
Fall 2022

Instructor Information

Instructor: Rev. Mi-Weon Yang, PhD, RP
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Office Hours: by appointment

Course Identification

Course Number: KNP1443H
Course Name: Human Growth and Spiritual Journey
Course Location: Remote through synchronous
Class Times: Thursdays 2-5 PM
Prerequisites: None

Course Description

This course will explore human growth from birth through aging and death. It will identify major and recent theories of human development in physical, cognitive, intellectual, emotional, personality, moral development with respect to spiritual journey across the life span. The course will consider the experience of the individual as contextualized within the family system and the larger community on a historical, social and cultural aspect. The course will assist you to be aware of your own development and spiritual journey in your ministry and/or spiritual care and psychotherapy.

COVID-19 Notice: *As a result of public health events requiring physical distancing, this course is offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam and microphone as well as access to high-speed internet. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor or the Knox College registrar.*

Course Resources

Required Course Texts/Bibliography

Main Text

Updated August 20, 2022

Kelcourse, Felicity, *Human Development and Faith* (Second Edition): *Life-Cycle Stages of Body, Mind, and Soul*. Atlanta, Georgia: Chalice Press, 2015 (available as an eBook, U of T).

Thomas, R. Murray. *Recent Theories of Human Development*, London: Sage Publications, Inc., 2013. (available as an eBook, U of T)

*Students can find the printed-only books in U of T Libraries or purchase at the University Bookstore or Caversham Booksellers, www.cavershambooksellers.com.

Required to read for weekly classes

Capps, Donald, Erik H. Erikson's *Young Man Luther: A Classic Revisited*: *Pastoral Psychology*, 2015-06, Vol.64 (3), p.327-343; Springer (online and in Quercus)

Choi, Hee An. *A Postcolonial Self*, Ch. 2 pp. 65-114, New York: State University of New York Press, 2015. (Quercus)

Crain, William. *Theories of Development: Concepts and Applications, 5th edition*, Ch. 6, Piaget's Cognitive Developmental Theory, NJ: Prentice-Hall, 2005.

Erikson, Erik H. *The Life Cycle Completed, (Extended Version)*, Ch. 3, New York, New York: W.W Norton & Company Ltd, 1998.

Erikson, Erik H. *Young man Luther: a study in psychoanalysis and history*, New York: Norton, 1958, 1993. (U of T) (Amazon Kindle edition \$9.99).

Fowler, James W. *Stages of Faith: The Psychology of Human Development*. San Francisco: Harper & Row, 1995. (pp.1-34 PDF in Quercus)

Fowler, James W. "Faith and the Structuring of Meaning." pp. 15-42, in Dykstra, Craig and Parks, Sharon. *Faith Development and Fowler*. Birmingham, Alabama: Religious Education Press, 1986. (PDF in Quercus)

Golnick, James. *Religion and spirituality in the life cycle*, Ch.4: The Tasks and Trials of Young Adulthood, pp. 117-158, New York: Peter Lang Publishing, Inc. 2005, 2008. (PDF in Quercus)

Kagiticbasi, Cigdem. *Family, Self, and Human Development Across Cultures*, Ch. 10. New York: Routledge, eBook Published July 2017 (eBook, U of T).

Karen Choi, 2012. The relationship between youth ministry participation and faith maturity of adolescents. *Christian Education Journal*, 9 (2), 293-308.

Lamb, Kalina M, et al, Religious and Spiritual Development from Adolescence to Early Adulthood in the U.S.: Changes over Time and Sexual Orientation Differences, *Archives of sexual behavior*, 2021, Vol.50 (3), p.973-982; New York: Springer US.

Linn, Denis, Linn, S., & Linn M. *Good Goats – Healing our Image of God*, Paulist Press, 1994 (pp.42-51, PDF in Quercus)

Updated August 20, 2022

Mahoney, Annette, *The Science of Children's Religious and spiritual Development*, Cambridge University Press, 2021. (online)

McClure, Barbara, "Pastoral Care," *Wiley-Blackwell Companion to Practical Theology*, pp. 269-278. (eBook, U of T)

Nelson, James M. *Psychology, Religion, and Spirituality*, New York: Springer, 2009. (eBook, U of T)

Patton, Julie, "Jungian Spirituality: A Developmental Context for Late-Life Growth" in *American Journal of Hospice and Palliative Medicine*, Vol.23, 2006, pp.304-308.

Rizzuto, Ana-Maria. *The birth of the living God: a psychoanalytic study*, Ch. 10, pp.117-211, Chicago: University of Chicago Press, 1979.

Stairs Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*, Ch. 6. Fortress Press, 2000. (PDF in Quercus)

Highly Recommended books:

Kail, Robert V. Cavanaugh, John C. and Ateah, Christine A. *Human Development: A Life-Span View*, Australia; Bemont, CA: Thomson/Wadsworth, 2007. (UofT, Knox Library). (This is Basic Reading which will aid those without a Psychology Background. You may purchase the 5th edition from used booksellers at a reasonable price).

Newman, Barbara M. & Newman, Philip R. *Theories of Human Development*, New Jersey: Mahwah, 2007. (eBook, U of T).

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and log in using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Kylah Thomson, Assistant Registrar, kylah.thomson@utoronto.ca

Course Learning Objectives/Outcomes

Knox College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

1. Demonstrate basic knowledge of theories of human growth and spiritual journey
 - Identify major theories of human growth including faith growth.
 - Describe characteristics of stages of human growth in terms of lifespan theory.

- Identify spiritual journey in the human lifespan.
2. Demonstrate ability to gather, select, and present information from readings appropriate to the task assigned.
 3. Demonstrate ability and willingness to learn and understand oneself and others who have grown up in the different cultures.
 - Identify the complexities of culture involved in personal growth and spiritual journey
 - Identify one's own cultural context influenced on one's own growth
 - Apply theories of human growth to understanding others grown in different cultures
 4. Demonstrate ability and willingness to assess oneself and act to improve
 - Identify theories that accurately describe one's own growth
 - Identify issues involved in one's growth
 - Show a willingness to act to improve oneself
 5. Demonstrate conscientiousness and willingness to take personal responsibility for learning, honesty, and personal integrity in leadership
 - Show willingness and personal integrity in leadership
 - Show respect for others who are different from oneself
 - Show willingness to listen in class discussions and small groups
 - Discuss one's thoughts or ideas honestly with others
 - Demonstrate ability to maintain confidentiality in the best interest of others

CRPO ENTRY- TO -PRACTICE COMPETENCIES:

- 1 Develop knowledge of human development across the life span including spiritual, moral, emotional. Cognitive and physical growth (1.1)
- 2 An awareness of human development both historically and within the current theory (1.2 a)
- 3 Engage ways and means by which to interact with persons across the lifespan (1.5a, 4.5)
- 4 Develop an awareness of cultural and social differences within human development (1.5)
- 5 Aware of the places of the learners, individual development, and 'self' in developing and engaging relationships with others (1.4, 2.2)
- 6 Develop an awareness of the place of one's self in the practice of ministry and to develop professional skills that develop a safe environment in which to engage others (2.1, 2.2, 3.3)

Evaluation

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

Requirements

Format for all papers:

- Use 12 point font, Times New Roman, double spaced with one-inch margins
- Include a Title page with first and last name, the course title, instructor name, assignment title, and date (Title page is not counted as a number of pages of each paper.)
- Include a Header and Page number for all remaining pages

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- Cite all sources and include Author, date using APA guidelines, and include a full reference list at the end of the paper
- APA Style
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
- APA Style Sample Paper
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html
- Use inclusive language: Here are some links for information on inclusive language.
 - [Duke Divinity School \(Links to an external site.\)](#) (2015—a little old but still very applicable, especially in the theological field)
 - [Guiding principles for inclusive language at the UofT \(Links to an external site.\)](#)
 - [Purdue Online Writing Lab \(Links to an external site.\)](#): gendered pronouns and singular “They”
 - [APA Bias-Free Language \(Links to an external site.\)](#)
 - [A Way with Words and Images: Suggestions for the Portrayal of People with Disabilities - Appropriate Words \(Links to an external site.\)](#): the government of Canada

Submitting Papers

- Upload all papers onto the KNP1443H Quercus site using a word.docx and the instructor will put all comments and feedback directly onto your paper.

Assignment and Evaluative Criteria

1. Active participation (10%)

Students will be expected to come to class prepared, having completed the required reading, and be ready for small group discussion. In the first class, we will form groups; these groups will reflect the variety of ages and cultures in the class. Some of the class time will be spent in discussion in groups, sharing my story and critiquing theories of human growth, and supporting each other for the spiritual journey. Sometimes you may need to discuss using Quercus group discussion. It is important that confidentiality be maintained. Respect for confidentiality and privacy is required. Also, active and constructive participation is expected. Please plan to spend 3 hours in class and 6-7 hours in preparation for class per week. Keep track of the hours spent reading and the number of pages of assigned texts reads each week as part of participation.

- **Evaluative Criteria:** Active participation in class as well as in group work, constructive comments and questions from readings on presentations, insights, respect for others.

2. Book Review (15%): Oct. 5, 2022

Write a 5-page book review on Erikson, Erik H. *Young man Luther: a study in psychoanalysis and history*

- **Evaluative Criteria: Rubrics**

- 1) Organization and Format: Clear, coherent, well-described with correct spelling and syntax/Solid use of APA format. (5)
- 2) Content: (10)
 - Briefly summarize the content of the book with your original thinking. No thesis statement is needed. (2.5)
 - How does this book depict the relationship between Luther's human development and religious formation? Provide the source and significance of each piece of evidence.(5)
 - What is your response to the book in regard to the relationship between human identity and ideology, history, religion, theology, psychology, and psychopathology? (2.5)

3. Group Presentation (20%) - The presentation is of threesome and marked as a group.

The specific topics for group presentation will be provided in the first class. A sign-up schedule will be posted in Quercus as a google document at the end of the first class. You can choose your choice and insert your name. Please sign up by the end of the second class. Please remove your name from the sign-up sheet if you are dropping the class!

Prepare a 20-minute presentation on the content, followed by a 10-minute integration exercise in which the class will participate, followed by 10 minutes of questions and discussion. Please provide a one-page summary for class members so that they can focus on your content. You will have 40-45 minutes in total for your presentation so please pay close attention to time.

- **Evaluative Criteria: Rubrics**

- 1) Preparation, Time management, and Team work (5)
- 2) Focused presentation, comprehensive understanding, critical thinking (10)
- 3) Discussion/Activity leading (5)

4. Autobiographical Narrative (25%)

Write an 8-page of your life story on your human development and spiritual journey, reflecting on it with newly learned knowledge and your critical insight. What did you discover in your life story? Give examples of significant events describing how these have impacted your personal growth and spiritual journey. Describe how your life history influences who you are personally and professionally. The autobiography requires self-examination and transparency. **You need to relate your findings to the theories you have learned through this course so far.** Have no footnote or endnote but the author's name and page in the bracket (Rizzuto, p.203).

Note: This is also a required paper for an SPE practicum application.

- **Evaluative Criteria: Rubrics**

- 1) Organization: A logical, detailed and flowing self-reflective essay (5)
- 2) Format: Solid use of APA format with correct spelling and syntax, (5)
- 3) Content:

Depth of reflection and insight (5)
The correlation between theories and my story (5)
spiritual integration of human development (5)

5. An integrative research paper in lieu of a final exam (30%)

Conduct an interview with someone. You should not use anyone who is your family members or friends and someone with whom you would have a dual relationship. You cannot use the same interviewee you are using for Foundations in Counselling Course. Using the results of the interview, write a **10-page** integrative paper based on the interview.

- **Evaluative Criteria:** The paper should demonstrate development theories, life cycle dynamics, and their application to the spiritual journey of the interviewee. The final part of the paper should suggest implications for Christian Ministry such as pastoral care and counselling, Christian Education, Social Service, Preaching, Spiritual Care and Psychotherapy, etc.
- **Interview Method:** Have an intentional meeting with one person in your community of faith or someone you chose. You could make an interview (interviews) with someone in person or remotely through video conferencing. The suggested length of an interview is one hour per session. The maximum number of session is two.
- **Confidentiality Agreement:** Obtain a consent form from the interviewee in writing or by recording. You need to change the real name and any information which can easily disclose the person's identity. After the course completes, you need to delete the recorded video. Confidentiality Agreement template will be posted in Quercus.
- Develop questions for the interview. You could ask questions chronologically or focuses on particular experiences. Include the following content if appropriate (but not limited to them).
- **Evaluative Criteria: Rubrics**
 - 1) Organization: Clear, coherent, well-described (5)
 - 2) Format: Solid use of APA format with correct spelling and syntax (5)
 - 3) Content: (20)
 - Describe the relationship with you, the length, and the context you have had with the interviewee. The person's approximate age, gender identification, ethnicity, family relationship, education, vocation, condition of health, immigration history, developmental history, important events. (5)
 - Relate the development of the interviewee's life to a spiritual journey (10).
 - Implications for ministry such as Christian Education, Social Service, Preaching, Pastoral Care and counselling, and Spiritual psychotherapy, etc. (5)

Grading System

(see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable

0-69 (FZ) Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed-upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

COURSE POLICIES

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of

plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offenses. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make backup copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo, or other types of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail, or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

In particular, please note:

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology: Laptops and other computing devices may be used in the classroom for note-taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check, etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video or audio recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted, or distributed without the written permission of the instructor.

Late Policy: 2 points per assignment to be deducted per day

Course Schedule

WEEK 1: Sep. 15, 2022

Introduction to Human Growth and Spiritual Journey

Updated August 20, 2022

Readings:

Kelcourse, *Human Development and Faith, Introduction, pp.1-24.*

McClure, Barbara, "Pastoral Care," *Wiley-Blackwell Companion to Practical Theology*, pp. 269-278.

WEEK 2: Sep. 22, 2022

Models and Theories of Human Development: From classic to post-colonial awareness

Video Tape: Theories of Human Growth (You may watch helpful educational videos regarding Theories of Human Growth for yourself.)

Readings:

Kelcourse, *Human Development and Faith*, Ch.1, Theories of Human Development, pp.25-66.

Thomas, R. Murray. *Recent Theories of Human Development*, Ch. 1: Theory Trends. 5 & 6, pp. 105-134.

Erikson, Erik H. *The Life Cycle Completed, (Extended Version)*, Ch. 3, New York, New York: W.W Norton & Company Ltd, 1998.

Choi, Hee An. *A Postcolonial Self*, Ch. 2 pp. 65-114, New York: State University of New York Press, 2015. (Quercus)

Reference:

Crain, *Theories of Development*, Ch. 6. Piaget's Cognitive Developmental Theory.

www.piaget.org

WEEK 3: Sep. 29, 2022

Models of Spiritual Development

Readings:

Kelcourse, *Human Development and Faith*, Ch.2: Finding Faith: Life-cycle Stages in Body, Mind, and Soul, pp.66-101.

Nelson, James M. *Psychology, Religion, and Spirituality*, Ch. 7: Fundamentals of Human Development, Religion, and Spirituality, pp. 211-244.

Rizzuto, Ana-Maria. *The birth of the living God: a psychoanalytic study*, Ch. 10, pp.177-211, Chicago: University of Chicago Press, 1979.

WEEK 4: Oct. 6, 2022

Structuring of Spiritual Development

Readings:

Fowler, James W. *Stages of Faith*. San Francisco: Harper & Row, 1995, pp.1-34.

Fowler, James W. "Faith and the Structuring of Meaning" pp. 15-42, in Dykstra, Craig and Parks, Sharon. Faith Development and Fowler. Birmingham, Alabama: Religious Education Press, 1986.

Linn, Denis, Et al. *Good Goats – Healing our Image of God*, pp.42-51.

Capps, Donald, Erik H. Erikson's *Young Man Luther: A Classic Revisited: Pastoral Psychology*, 2015-06, Vol.64 (3), p.327-343; Springer

- **Book Review Discussion:** Erikson, Erik H. *Young man Luther: a study in psychoanalysis and history* (Students need to hand in the book review by Oct.5, so that they can participate in the discussion of the book review in the class on Oct. 6.)

WEEK 5: Oct. 13, 2022

Human Growth in Intercultural and Immigration Context

Updated August 20, 2022

Readings:

- Cooper-White, Pamela. "Human Development in Relational and Cultural Context" in Kelcourse, *Human Development and Faith*. Ch. 3, pp. 102-121.
- Wimberly, Edward. "The Family Context of Development: African American Families" in Kelcourse, *Human Development and Faith*, Ch. 4, pp.122-137.
- Kagitcibasi, Cigdem. *Family, Self, and Human Development across Culture*. Ch.10. New York: Routledge, eBook Published July 2017 (eBook in U of T).

WEEK 6: Oct. 20, 2022

Infancy and Early Childhood and Spiritual Journey

Readings:

- Senter, Denise A. "Infancy: Faith before Language" in Kelcourse, *Human Development and Faith*, Ch.5, pp.138-154.
- Yust, Karen-Marie. "The Toddler and the Community" in Kelcourse, *Human Development and Faith*. Ch. 6, pp.155-171.

Reference:

Kail, *Human Development*, Ch. 4, The Emergence of Thought and Language, pp.118-158.

Human Development in Utero "The First Eight Weeks" Countdown to Life The Extraordinary Making of You 1 The First 8 Weeks <https://www.dailymotion.com/video/x38hyti>
Watch this video before the class!

-----**Week 7: Reading Week**-----

Week 8: Nov. 3, 2022

Childhood Development and Spiritual Journey

Readings:

- Mahoney, Annette, *The Science of Children's Religious and spiritual Development*, Cambridge University 2021. (On-line book)
- Thompson, Vivian and Braeger, Jacqueline, "Acculturation and Latency" in Kelcourse, *Human Development and Faith*, Ch. 8, pp. 190-210.
- Thomas, R. Murray. *Recent Theories of Human Development, Ch. 9: Growing Up in Poverty, pp. 207-218.*
- Stairs Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*, Ch. 6: Children's Spirituality

Reference:

Kail, *Human Development*, Ch. 4, Expanding Social Horizons: Socioemotional Development in Middle Childhood

WEEK 9: Nov. 10, 2022

Growth of Adolescence and Spiritual Journey

Readings:

- Graham, Alice. "Identity in Middle and Late Adolescence" in Kelcourse, *Human Development and Faith*, Ch.10, pp.231-243.
- Nelson, James M. *Psychology, Religion, and Spirituality*, Ch.8 Religion and development in Childhood and Adolescence, pp.245-272.
- Karen Choi, 2012. The relationship between youth ministry participation and faith maturity of

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adolescents. *Christian Education Journal*, 9 (2), 293-308.

Lamb, Kalina M. et. Al. Religious and Spiritual Development from Adolescence to Early Adulthood in the U.S.: Changes over Time and Sexual Orientation Differences, *Archives of sexual behavior*, 2021, Vol.50 (3), p.973-982; New York: Springer US

Reference:

Kail, *Human Development*

Ch. 8, Physical and Cognitive Development in Adolescence, pp. 273-300

Ch. 9, Socioemotional Development in Adolescence, pp. 301-328

Week 10: Nov. 17, 2022

Growth of Young Adult and Spiritual Journey

Readings:

Cushing, Bonnie and McGoldrick, Monica. "The Differentiation of Self and Faith in Young Adulthood: Launching, Coupling, and Becoming Parents" in Kelcourse, *Human Development and Faith*, Ch.11, pp. 244-258.

Golnick, James. *Religion and spirituality in the life cycle*, Ch.4: The Tasks and Trials of Young Adulthood, pp. 117-158.

Reference:

Kail, *Human Development*, Ch.12. Work and Leisure

WEEK 11: Nov. 24, 2022

Growth of Middle Adult and Spiritual Journey

Readings:

Davis, Russell Haden. "The Middle Years" in Kelcourse, *Human Development and Faith*, Ch. 12, pp.259-275.

Nelson, James M. *Psychology, Religion, and Spirituality*, Ch. 9 Religion, Spirituality, and Development in Adulthood, pp.273-307.

Reference:

Kail, *Human Development*, Ch.13.3 Personality, pp.453-458

Ch.13.4 Family Dynamics and Middle Age, pp.459-465

WEEK 12: Dec. 1, 2022

Spiritual Journey of Old Adults and Death

Readings:

Lyon, K. Brynolf. "Faith And Development in Late Adulthood" in Kelcourse, *Human Development and Faith*, Ch. 13, pp.276-291.

Barbre, Claude, "The Wages of Dying: Catastrophe Transformed" in Kelcourse, *Human Development and Faith*, Ch. 14, pp.292-313.

Patton, Julie, "Jungian Spirituality: A Developmental Context for Late-Life Growth" in *American Journal of Hospice and Palliative Medicine*, Vol.23, 2006, pp.304-308.

Reference:

Kail, *Human Development*, Ch.15.1 Theories of Psychosocial Aging, pp.514-517

WEEK 13: Dec. 8, 2022

Human Growth and Helping Relationships: Ministry and Spiritual Psychotherapy

Readings:

Nelson, James M. *Psychology, Religion, and Spirituality*, Ch. 14: Helping Relationships – Counseling and Spiritual Growth, pp.475-506.

Selected Bibliography for Human Growth and Spiritual Journey

- Belenky, Mary Field; Clinchy, Blythe McVicker; Goldberger, Nancy Rule; and Tarule, Jill Mattuck. *Women's Ways of Knowing*. New York: Basic Books, 1986.
- Conn, Joann Wolski, ed. *Women's Spirituality* (2nd ed). New York: Paulist Press, 1996.
- Craig, Grace J. *Human Development*. NJ: Prentice-Hall, 1998.
- Crain, William. *Theories of Development*, NJ: Prentice-Hall, 1995.
- Dacey, John S. & Travers, John F. *Human Development Across the Lifespan*. New York: McGraw Hill, 2001.
- Downey, Michael, *Understanding Christian Spirituality*, New York: Paulist Press, 1997.
- Droege, Thomas. A. *Faith Passages and Patterns*. Philadelphia: Fortress Press, 1983.
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