

HD 900: Human Development and Growth **Fall 2022 and Spring 2023**

Credit Hours: 3

Fridays, 9:00-10:30 AM CST

Zoom Link:

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Office Hours: By appointment

Course Summary

This one-year, two semester graduate-level course introduces students to major theories of human development across the lifespan (prenatal, infancy and toddlerhood, childhood, adolescence, adulthood, and end of life). The purpose of this course is:

1. to understand the interface between psychosexual, cognitive, moral, interpersonal and faith spheres in development using a bio-psychosocial/spiritual perspective
2. to acquire knowledge of contemporary models of human development juxtaposed with traditional and contemporary psychoanalytic theories of development within the life-cycle stages.

Course Learning Outcomes

1. To understand, explain and critique the major theories of human development from a bio-psychosocial/spiritual perspective.
2. To introduce various schemas that trace developmental perspectives of depth psychologies, cognitive, structural, and constructive theories of development, and family systems theories of development.
3. Identify the role of faith within the context of developmental theories throughout the life cycle.
4. To consider matters of developmental arrest, delay or disorder and their implications for a client's participation and growth in the clinical setting.
5. To be able to apply human development theories to practical/real-world scenarios.

Class Format, Expectations and Evaluations:

The class will consist of student presentations as well as discussions in a seminar format. Students will be expected to read the weekly assignments and be prepared to discuss the material by coming to class with questions or comments about the readings, including implications of their theory in their current work. These ideas and questions will be shared and reflected upon during class time. *Each week students must be prepared to bring questions, comments, or other contribution to the class pertaining to the readings such as an article, book, or other resource.*

At the end of the year, students will write a 10-12 page (Masters) or 12–15-page (Doctoral) final paper or an equivalent project, as agreed upon with the professor. It is imperative that students keep careful notes on the assigned readings and on all class discussions. Integration of this material must be demonstrated in the final paper. Grades will be based on attendance, contributions to class discussions, and the final paper/project.

Required Readings

Newman, B.M. & Newman, P.R. (2022). *Theories of Human Development* (3rd ed.). Routledge.

ISBN-13: 978-0367856892; **ISBN-10:** 0367856891

NOTE: Make sure to get the 3rd edition as there have been significant changes from the 2nd to the 3rd edition. This will be the only textbook for this course. Any additional readings will be provided to students via email.

Course Requirements

Attendance and Class Participation

Attendance and class participation are mandatory. Students who miss more than two (2) classes in a semester will be in violation of Policy III.a.i.1-3 of the Education Program and will be reported to the Director of Education for disciplinary action.

The Non-Discrimination Policy

The Center for Religion and Psychotherapy of Chicago does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, in any of its activities or operations, including those of its Education Program. We are committed to providing an inclusive and welcoming environment for all our students and faculty, as well as our clients.

Classroom Confidentiality and Conduct

- a. During case presentations (both written and oral), as well as in general class discussions, students should completely disguise any possible identifying information pertaining to their clients.
- b. Faculty and students are also scrupulously bound to protect the confidentiality between them, regarding any personal information that may emerge in the context of class discussions.
- c. All members of any given course in the Education Program at CRPC are bound by a mutual agreement to respect one another’s privacy and keep those privacies confidential.
- d. Classroom Conduct: CRPC prides itself on being an open and welcoming place for all individuals who wish to engage in the learning and exchange of ideas that our education program offers. All faculty and students should agree to come together in a way that nurtures mutual respect and civility. This ensures that students have the opportunity to learn through respectful discussion and that each faculty member has the best opportunity to teach. Differences of opinion and concerns related to coursework are welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience but should occur in a manner that opens up dialogue and does not threaten any member of the learning community.

Teaching Philosophy

This class will utilize a project-based learning modality. Moving beyond the passive banking model of listening to the professor lecture, this class seeks to engage the students in an interactive and engaging learning experience. We all come with unique ways of knowing and being. It is the goal of this class to lean into the strength of the collective so that we all can learn and grow together.

Course Activities and Grading

| Assignment | Percentage |
|---------------|------------|
| Participation | 25% |
| Presentations | 35% |
| Final Paper | 40% |
| Total | 100% |

Citations

All citations should use the American Psychological Association (APA).

Assignments

Introduction Narrative

At the beginning of Fall semester, each student will write a brief and succinct overview of their life (no more than five pages), highlighting formative elements in their own stages of development from birth to their current stage of development. *This Introduction Narrative will be implemented into the Final Paper/Project at the end of the academic year.* A list of all the stages of life is listed below.

- Prenatal Development, Birth, and the Newborn Baby
- Infancy and Toddlerhood: The First Two Years
- Early Childhood: Two to Six Years
- Middle Childhood: Six to Eleven Years
- Adolescence: The Transition to Adulthood
- Early Adulthood
- Middle Adulthood
- Late Adulthood
- The End of Life

Rationale: This is an opportunity for us to get to know each other better on a more personal level. As well, it is an opportunity for you to begin exploring your own development. As care providers, it is important that we have done our own personal work so that we can be better equipped to help those who we assist. As you go throughout this course, you will critically engage this introduction narrative, playing various theories to your own life.

Weekly “One-Sheet” Overview

Every other week, each student should produce a succinct overview about a theory of human development, based on the reading. It could be in the form of the students choosing, such as standard prose, poetry, a song, art, video, etc. If you are doing a written standard prose, please do not extend beyond one piece of paper. The goal is to be able to make the theory as succinct as possible. Time will be given each class for those who would like to share what they have produced. Sharing will count towards your participation grade.

Rationale: The purpose for this assignment is to provide the student with a high-level overview of each theory as well as the practice of applying the theory to all relevant stages of life. By the end of the academic year, the student should have a working canon of major theories of human development to apply to clinical practice and/or for licensure. It should also provide each student with enough material to participate in class discussion each week. It is not meant as “grunt-work” but it will hopefully be an engaging undertaking. Be creative and have fun with these overviews. Please use the format that would be most useful for your own understanding and learning.

Theory Presentation

Every other week, one or two students will take 10-15 minutes to present one theory of human development, chosen on the first day of class. Feel free to use all resources available to you including, but not limited to the textbook, academic journals, websites, videos, etc. Be sure to cite all sources. Be sure to submit this in a format that you can share with your classmates for future reference.

At a minimum, the presentation should consist of:

- Theorist
- Historical Context of the Theorist
- Problem the theorist is trying to solve
- General Summary of the Theory

- Stages of the Theory (if applicable)
- Application to Stage(s) of Life
- Strengths of the Theory
- Limitations of the Theory
- Discussion

Rationale: Ideally, this will be one of the theories that you use for your Final Paper/Project

Final Presentation

For the final presentation, during Spring semester, students will present whatever stage they are in for their Final Paper/Project. Graduating seniors will already have completed their final paper/project, while others may still be in the process of completion.

Final Paper / Project

Pick two or three theories and apply them to your own narrative and one other narrative. The second narrative can be from a book, movie, play, a friend, or a narrative that you make up.

At a minimum, the presentation should consist of:

- You should provide an overview of the narratives, paying specific attention to formative elements during human development.
- Share why you chose the theories that you chose and how those theories give insight into the first (yours) and the second narrative.
- Explain strengths and weaknesses of the theories when applied to the narrative.
- What does the theory highlight?
- What does the theory fail to address? In what ways is the theory both helpful and harmful for the understanding the figures within the narratives.

Length of Seminar Paper (as Final Assignments)

- **Master's Students:** Papers should be between ten (10) to twelve (12) pages or roughly twenty-eight hundred (2,800) words
- **Doctoral Students:** Papers should be between twelve (12) to fifteen (15) pages or roughly thirty-five hundred (5,500) words.

Note to Students: All assignments are strategically placed to compile into the final paper/project. If you successfully complete each assignment each week, the final paper should not be an arduous task but a compilation of all the parts throughout the semester. It is the goal that by the end of the year each student will have a succinct and personalized Human Development Guide to assist the student in future work such as working with clients or preparing for licensure.

Final Paper/Presentation Rubric

| | Very Good 10 | Moderate 7 | Poor/ Weak 5 |
|--|---|---|---|
| Thesis/Argument (10) | Clearly describes central issues or thesis Develops thesis with supporting arguments Well-argued, Critiques, compares multiple perspectives Interesting, original, thought provoking | General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective | Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking |
| Introduction (10) | 10 Clear thesis/ main themes Organization stated | 7 Topics noted | 5 Thesis unclear Organization unclear |
| Body (20) | 20 Makes substantiating arguments in support of thesis or main theme Connects and synthesizes complex ideas Detailed, with citations | 15 Little organizational continuity Disjointed General, unspecific Little use of reading sources | 10 No clear organization Repetitive Lacks detail No Citations |
| Evidence (15) | 15 Thorough, Detailed, Specific Numerous examples from reading and lecture materials | 10 Moderate use of supporting evidence and examples Try to be more detailed and specific | 5 Repetitive, General, Simplistic Incorrect examples, false data |
| Conclusion (10) | 10 Draws conclusions about the argument Briefly summarizes body | 7 A Summary but no conclusions Summary digressed from argument | 5 Conclusion missing Summary unrelated to central argument |
| Sources/ Citations (20) | 20 Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations | 15 Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias | 10 Little use of assigned reading sources or outside research No citations Need Bibliography page Plagiarism! (automatic F) |
| Language /Mechanics Rhetorical Quality Grammar/ Spelling (15) | 15 Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions | 10 General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions | 5 Unclear, awkward, repetitive language |

Fall 2022 Course Schedule Assignments / Exercises
September 9, 2022-December 16, 2022

| Week | Date | Topic | Readings for Class | Assignment Due |
|---|-------|---|-------------------------|--|
| 1 | 9/9 | Introduction to Class <ul style="list-style-type: none"> • Student introductions (please be prepared to introduce yourself) • Review of syllabus • Review of course expectations | | |
| 2 | 9/16 | Self-Development Introductions | Introduction (pp. 1-20) | Self-Development Introductions |
| 3 | 9/23 | Self-Development Introductions | | Self-Development Introductions |
| Theories that Emphasize Biological Factors (Bowlby, Freud, Piaget) | | | | |
| 4 | 9/30 | Evolutionary Theories (Emphasis: biological evolution) | Pp. 23-67 | |
| 5 | 10/7 | Student Presentation <ul style="list-style-type: none"> • John Bowlby • Attachment Theory | | Student Presentation on Attachment Theory (Bowlby) |
| 6 | 10/14 | Psychoanalytic Theories (Emphasis: The origins and development of mental life) | Pp. 75-118 | |
| 7 | 10/21 | Student Presentations <ul style="list-style-type: none"> • Sigmund Freud • 5 Stages - Psychosexual Developmental Theory • Margaret Mahler • Stages in the Emergence of Self and Other | | Student Presentations on Psychosexual Development (Freud) AND Emergence Self (Mahler) |
| 8 | 10/28 | Cognitive Developmental Theories (Emphasis: The origins and development of cognition) | PP. 123-174 | |
| 9 | 11/4 | Student Presentation <ul style="list-style-type: none"> • Jean Piaget • Cognitive Developmental Theory • Kegan • Constructive Development Theory | | Student Presentation on Cognitive Development (Piaget) AND Constructive Development (Kegan) |
| Theories that Emphasize Environmental Factors | | | | |
| 10 | 11/11 | Learning Theories (Emphasis: The establishment of relatively permanent links between stimuli and responses) | Pp. 183-230 | |
| 11 | 11/18 | Student Presentations <ul style="list-style-type: none"> • Albert Bandura • Social Learning Theory • B. F. Skinner • Operant Conditioning | | Student Presentations on Social Learning Theory (Bandura) and Operant Conditioning (Skinner) |
| 11/25 (No Class) – Thanksgiving Holiday <i>Enjoy your time off!</i> | | | | |

| Week | Date | Topic | Readings for Class | Assignment Due |
|------|-------|---|---|---|
| 12 | 12/2 | Social Role Theory (Emphasis: socially constructed roles and role-relationships) | Pp. 235-275 | |
| 13 | 12/9 | Student Presentation <ul style="list-style-type: none"> • Jean Baker Miller • Relational-Cultural Theory | | Student Presentation on Relational-Cultural Theory (Miller) |
| 14 | 12/16 | Student Presentation <ul style="list-style-type: none"> • James Fowler • Stages of Faith Summary of Racial and Ethnic Identity Frameworks or Models | Stages of Faith: James Fowler.pdf Summary of Racial and Ethnic Identity Frameworks or Models.pdf | Student Presentation on Stages of Faith (Fowler) |

Winter Break: December 17, 2022 – January 19, 2023

Spring 2023 Course Schedule Assignments / Exercises
January 20, 2023 – May 5, 2023

| Week | Date | Topic | Readings for Class | Assignment Due |
|---|------|---|--------------------|---|
| Theories that Emphasize Environmental Factors (cont.) | | | | |
| 1 | 1/20 | Life Course Theory (Emphasis: Individual life in social and historical time) | Pp. 281-317 | |
| 2 | 1/27 | Student Presentation <ul style="list-style-type: none"> • Daniel Levinson • Stage-Crisis View | | Student Presentation on Stage-Crisis View (Levinson) |
| 3 | 2/3 | Social Justice Theory (Emphasis: Social inequalities and their consequences for development: attitudes and activism for social change) | Pp. 323-360 | |
| 4 | 2/10 | Student Presentations <ul style="list-style-type: none"> • Kohlberg • Stages of Moral Reasoning • Carol Gilligan • Psychological Theory and Women’s Development | | Student Presentations on Stages of Moral Reasoning (Kohlberg) and Psychological Theory and Women’s Development (Gilligan) |
| Theories that Emphasize the Interaction Between the Person and the Environment | | | | |
| 5 | 2/17 | Psychosocial Theory (Emphasis: The Interaction between the individual and the society) | Pp. 365-404 | |
| 6 | 2/24 | Student Presentation <ul style="list-style-type: none"> • Erik Erikson • 8 Stages - Psychosocial Developmental Theory | | Student Presentation on Psychosocial Development (Erikson) |
| 7 | 3/3 | Cognitive Social-Historical Theory (Emphasis: The social and cultural basis of thinking) | Pp. 413-452 | |
| 8 | 3/10 | Student Presentation <ul style="list-style-type: none"> • Lev Vygotsky • Sociocultural Theory | | Student Presentation on Sociocultural Theory (Vygotsky) |
| 9 | 3/17 | Bioecological Theory (Emphasis: The interaction of the person and the immediate and more remote environments) | Pp. 459-488 | |
| Spring Break (March 18, 2023 – March 30, 2023) <i>Enjoy your time off!</i> | | | | |
| 10 | 3/31 | Student Presentation <ul style="list-style-type: none"> • Bronfenbrenner • The bioecological theory of human development | | Student Presentation on The bioecological theory (Bronfenbrenner) |
| 4/7 (No Classes) – Good Friday / Passover <i>Enjoy your time off!</i> | | | | |
| 11 | 4/14 | Dynamic Systems Theory & Epilogue (Emphasis: The function and change of complex systems) | Pp. 493-554 | |

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|--|------|--|----------|--|
| 12 | 4/21 | Student Presentation <ul style="list-style-type: none"> • Esther Thelen • Dynamic Systems | | Student Presentation on Dynamic Systems (Thelen) |
| Monday, April 25 – ALL Graduating Students Final Assignments for a Grade Due by 11:59PM | | | | |
| 13 | 4/28 | Final Presentations | Epilogue | |
| 14 | 5/5 | Final Presentations | | |