



# TYNDALE

• SEMINARY •

## Course Syllabus

WINTER 2019

HUMAN DEVELOPMENT AND LEARNING

CHED 0654 / COUN 0654

JANUARY 14 – APRIL 8

MONDAYS, 11:15 AM – 2:05 PM

**INSTRUCTOR: YAU MAN SIEW, PHD**

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Office Hours: posted on door

Schedule appointments via email

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

## I. COURSE DESCRIPTION

This course explores the relationship between developmental psychology, human and religious faith development. Learners will study some major developmental theorists and their impact upon human development, learning and faith. A major aim of this course is to reflect upon a fundamental question, "How are intellect, personality, morality and belief systems shaped and what implications do these have on faith formation, learning and counseling?" Learners will critique various developmental theories within a theological framework, and where possible, integrate them into a more holistic approach in pastoral ministry, Christian discipleship and counseling.

## II. LEARNING OUTCOMES

This course seeks to meet the Master of Divinity learning outcome #4: “To develop & hone skills for theologically reflective ministry practice in its various forms.”

At the end of this course, the student will be able to:

1. Develop a theological framework in which to view developmental psychology and discern its place in Christian ministry, research and study.
2. Identify key theorists in developmental psychology:
  - Cognitive development (Jean Piaget & Lev Vygotsky; William G. Perry, Jr.; Mary Belenky et al.)
  - Psychosocial development (Erik Erikson)
  - Moral development (Lawrence Kohlberg)
  - Faith development (James Fowler)

outline their concepts and critically evaluate their contributions to pastoral ministry, Christian discipleship and counseling.

3. Reflect upon one’s life using the frameworks generated by human and faith development theories, and seek a clearer self-understanding of one’s growth.
4. Outline foundational concepts within the three major learning theory systems—behavioral (B.F. Skinner), cognitive-field (Jerome Bruner), and humanistic (Carl Rogers) for effective teaching and learning in pastoral ministry and counseling.

College of Registered Psychotherapists of Ontario (CRPO) Competencies taught in this course:

1.1 Integrate a theory of human psychological functioning.

(a) Integrate knowledge of human development across the lifespan.

1. Develop a philosophical framework in which to view developmental psychology and discern its place in research, study and counseling.
2. Integrate knowledge of human development across the lifespan, in the following aspects:
  - Cognitive development (Jean Piaget & Lev Vygotsky; William G. Perry, Jr.; Mary Belenky et al.)
  - Psychosocial development (Erik Erikson)
  - Moral development (Lawrence Kohlberg)
  - Faith development (James Fowler)and critically evaluate their contributions to counseling.
3. Reflect upon one’s life using the frameworks generated by human development theories, and seek a clearer self-understanding of one’s growth.

### **III. COURSE REQUIREMENTS**

#### **A. REQUIRED READING**

Books in developmental psychology are expensive and I have not found one with an integrated Christian-psychological perspective that is well written. You will read a selected

chapter in ONE of the four texts listed below each time we cover a major theorist. These texts will be at the Tyndale Library reserved for this course.

- (1) Crain, William. *Theories of Development: Concepts and Applications*. 5<sup>th</sup> edition. Upper Saddle River, NJ: Prentice Hall, 2005.
- (2) Estep, James R and Jonathan H. Kim (editors). *Christian Formation: Integrating Theology and Human Development*. Nashville, TN: B&H Publishing, 2010.
- (3) Sprinthall, Richard C., Norman A. Sprinthall and Sharon Nodie Oja, *Educational Psychology: A Developmental Approach*. 7<sup>th</sup> edition. Boston, MA: McGraw-Hill Publishers, 1998.
- (4) Woolfolk, Anita E., Philip H. Winne, Nancy E. Perry and Jennifer Shapka. *Educational Psychology*. 4<sup>th</sup> Canadian edition. Toronto: Pearson Education Canada Inc., 2008.

In addition, you will pre-read some articles prior to class on selected weeks for class discussion. These would be posted on the course page on Moodle.

## **B. SUPPLEMENTARY READING AND TOOLS**

- Pembroke, Neil. *Foundations of Pastoral Counseling: Integrating Philosophy, Theology and Psychotherapy*. SCM Press, 2017.
- Balswick, Jack, Pamela King and Kevin Reimer, *The Reciprocating Self: Human Development in Theological Perspective*, 2<sup>nd</sup> edition. Downers Grove, IL: Inter Varsity Press, 2016.
- Setran, David P. and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Academic, 2013.
- Brown, Jeannine, Carla M. Dahl and Wyndy Corbin Reuschling, *Becoming Whole and Holy: An Integrative Conversation about Christian Formation*. Grand Rapids, MI: Baker Academic Press, 2011.
- Kuroyanagi, Tetsuko. *Totto-chan: The Little Girl at the Window*. Tokyo, Japan: Kodansha International, 1996.
- Paludi, Michelle A. *Human Development in Multicultural Contexts*. Upper Saddle River, NJ: Prentice Hall, 2001.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## **C. ASSIGNMENTS AND GRADING**

### **1. Quizzes (20 % of total grade)**

There will be a short quiz (about 15 minutes) each time we have studied a major developmental theory (see course schedule). The purpose is to help you learn and remember the major elements of the different theories we encounter in this course.

Total of four quizzes, (4 X 5 % = 20 %).

## 2. My Unfolding Story (“Draft” 10 %; “Final” 25 %)

Recall critical events that impacted your development from childhood till now. For each life stage, describe two critical events and how these impacted the development of those aspects of your life (resulting in a certain view of self, way of relating to others, adoption of set of values, faith and way of life). In all, all three life stages (involving six critical events) would be reviewed. The best way to organize your “Unfolding Story (draft)” is to use a table to plan your writing (see below).

Life Stage	Aspects of Growth				
	Physical	Cognitive	Psychosocial	Moral	Faith
Elementary/Junior or High school	X	X*			
College/University			X	X	
Young adult/Current			X		X

\* For each life/age stage, describe two critical events that impacted two developmental aspects of your life (total six critical events in three different life stages).

### Grading Criteria, length and due dates:

**Draft** (10 % of grade): Well-described critical events in different life stages, with detailed life changes and impact (view of self, relationship with others, values of life, faith).

Length: 2-3 pages, single-spaced. Due: Feb. 4, 2019

**Final** (25 % of grade): You will reflect on your development and growth using theories learned in this course. Referenced quotations from class readings and lectures are required in this reflection.

Length: 4-5 pages, single-spaced. Due: April 1, 2019

You can submit your “draft” and “final” reflection of “My Unfolding Story” via Moodle by 11:55 PM on the due dates. If you are concerned about confidentiality, you can email the assignments direct to my private email ([ysiew@tyndale.ca](mailto:ysiew@tyndale.ca)).

## 3. Theory into Practice (45 % of total grade)

Provide THREE different situations (pastoral care/teaching or counseling contexts) in which these developmental theories can be thoughtfully applied. You need detailed descriptions of the cases and outline why specific aspects of the developmental theories are relevant. You should discuss a different developmental theory in each of the situation described. Relevant and referenced citations from course readings and lectures are required in this paper.

Length: 5-6 pages, single-spaced, to be submitted via Moodle by 11:55 PM on the due date.

Due: April 15, 2019

Grading criteria: Clear description of cases; thoughtful and relevant application of developmental theories with referenced quotations from class readings and lectures.

#### **D. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

#### **E. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Quiz (4 X 5%)	20 %
My unfolding story (draft 10%; final 25 %)	35 %
Theory into Practice	45 %
<b>Total Grade</b>	<b>100 %</b>

#### **F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK & PENALTY FOR LATE WORK**

All assignments are to be submitted to me via Moodle (for Assignment #1, you have another option). Late papers will be penalized, at the rate of one mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor (note this is different from the Academic Calendar).

Students should consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Extensions, Return of Assignments, and Grading System.

Students are encouraged to consult [writing resources](#).

For proper citation style, you can use either APA or consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). Footnotes are preferred for all papers.

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

## G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
January 14	Overview of Course & requirements Covenant, community & a culture of learning	Siew (2006) Sprinthall et al., 1
21	Introduction to psychology Theological framework Discuss: Ward, Pembroke	Ward (for discussion) Pembroke (for discussion)
28	Spiritual development & human development Developmentalism as model of growth (theological critique) Discuss: Howard	Estep & Kim 2 Howard (for discussion)
February 4	Cognitive Development Jean Piaget	Woolfook et al., pp. 27-42 or Sprinthall et al., 5 or Crain 6 or Estep & Kim 3 <u>Due</u> : My Unfolding Story (draft)
11	Cognitive Development	

	Lev Vygotsky	Woolfolk et al., pp. 42-57 or Crain 10 or
	William Perry & Belenky et al. Discuss: Kloss	Sprinthall et al., pp. 132-137; Kloss (for discussion)
19-22	Family Day (Feb. 18) & Reading Week (Feb. 19-22)	
25	<u>Quiz #1</u> (Piaget, Vygotsky) Psycho-social Development Erik Erikson Discuss: Going & Martin	Sprinthall et al., 6 or Woolfolk et al., pp. 61-75 or Crain 12 or Estep & Kim 4 Going & Martin (for discussion)
March		
4	Community Lunch at Siew's (God willing)	
11	<u>Quiz #2</u> (Erikson) Moral Development Lawrence Kohlberg  Discuss: Dykstra	Sprinthall et al., 7 OR Woolfolk et al., pp. 75-101 OR Crain 7 or Estep & Kim 5 Dykstra (for discussion)
18	Faith Development James Fowler	Estep & Kim 6, 8 Morgan 2015 (for discussion)
25	<u>Quiz #3</u> (Kohlberg) Behaviorism Theory B.F. Skinner	Sprinthall et al., 9-10 or Woolfolk et al., 6 or Crain 8
April		
1	<u>Quiz #4</u> (Fowler) Physical development & self-care (guest) A theology of the body	Resource on Moodle <u>Due:</u> My Unfolding Story (final)
8	Jerome Bruner & Carl Rogers Wrap up	Resources on Moodle <u>Due:</u> Theory into Practice (April 22)

## V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

- Balswick, Jack, Pamela King and Kevin Reimer, *The Reciprocating Self: Human Development in Theological Perspective*, 2<sup>nd</sup> edition. Downers Grove, IL: Inter Varsity Press, 2016.
- Belenky, Mary Field, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule. *Women's Ways of Knowing*. New York, NY: Basic Books, 1986.
- Brown, Jeannine, Carla M. Dahl and Wyndy Corbin Reuschling, *Becoming Whole and Holy: An Integrative Conversation about Christian Formation*. Grand Rapids, MI: Baker Academic Press, 2011.
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- \_\_\_\_\_. *The Moral Intelligence of Children*. New York, NY: Plume Books, 1997.
- Coles, Robert, ed. [\*The Erik Erikson Reader\*](#). New York, NY: W.W. Norton and Company, 2000.
- Conn, Joann Wolski, ed. *Women's Spirituality*. 2<sup>nd</sup> ed. New York, NY: Paulist Press, 1996.
- Craig, Grace J. *Human Development*. New Saddle River, NJ: Prentice-Hall, 1998
- Crain, William. *Theories of Development*. New Saddle River, NJ: Prentice-Hall, 1995.
- Dacey, John S. & Travers, John F. *Human Development Across the Lifespan*. New York, NY: McGraw Hill, 2001.
- Downey, Michael. [\*Understanding Christian Spirituality\*](#). New York, NY: Paulist Press, 1997.
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- Fowler, James W. *Stages of Faith*. San Francisco, CA: Harper & Row, 1995.
- Gardiner, Harry W. et al. *Lives Across Cultures: Cross-Cultural Human Development*. Boston: Allyn and Bacon, 1997.
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- Gormly, Anne V. *Lifespan Human Development*. New York, NY: International Thomson Publishing, 1996.
- Holmes, Arthur F. [\*Shaping Character: Moral Education in the Christian College\*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 1991.
- Kail, Robert V., and Cavanaugh, John C. [\*Human Development: A Lifespan View\*](#). 5<sup>th</sup> ed. Wadsworth Pub. Co. 2008.
- Kuroyanagi, Tetsuko. [\*Totto-chan: The Little Girl at the Window\*](#). Tokyo, Japan: Kodansha International, 1996.
- Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. San Francisco, CA: Jossey-Bass, 1998.
- MacKinlay, E. [\*Spiritual Growth and Care in the Fourth age of Life\*](#). London: Jessica Kingsley Pub. 2006.
- Marty, Martin E. [\*The Mystery of the Child\*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 2007.



- Newman, Barbara M., and Philip R. Newman. [Theories of Human Development](#). Mahwah, NJ: Lawrence Erlbaum Associates, 2007.
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- Vygotsky, Lev S and Alex Kozulin, *Thought and Language*, revised and expanded edition (MIT Press, 2012).
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