

“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.”

Course	HUMAN DEVELOPMENT AND LEARNING COUN 0654
Date and Time	JANUARY 11 – APRIL 9, 2021 MONDAYS 2:15 PM – 5:05 PM
Instructor	AVA KATE OLESON, MS, MFT, DMin Email: aolson@tyndale.ca
Class Information	The classes will be livestreamed on Mondays 2:15 PM – 5:05 PM. Students may participate in live-streamed office hours following class, or at a separate time by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

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 counselling?” Learners will critique various psychological theories within a theological framework, and, where possible, integrate them into a more holistic approach in pastoral ministry, Christian discipleship, and counselling.

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 the course, students 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),and outline their concepts and critically evaluate their contributions to pastoral ministry, Christian discipleship, and counselling.
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 counselling.
 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 counselling.
 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 in the absence of a text with an integrated Christian-psychological perspective that is well written, you will read a selected chapter in ONE of the three texts listed below each time we cover a major theorist. Links to digital copies of chapter selections will be made available on the course portal.

(1) Crain, W. (2011). *Theories of Development: Concepts and Applications* (5th ed). Upper Saddle River, NJ: Prentice Hall.

(2) Estep, J. R., & Kim, J. K., eds. (2010). *Christian Formation: [Integrating Theology and Human Development](#)*. Nashville, TN: B&H Publishing.

(3) Woolfolk, A. E., Winne, P. H., Perry, N. E., & Shapka, J. (2016). *Educational Psychology* (6th Canadian ed). Toronto: Pearson Education Canada Inc.

In addition, you will read some articles prior to class on selected weeks for class discussion. These be posted on Moodle.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Pembroke, N. (2017). [Foundations of Pastoral Counselling: Integrating Philosophy, Theology and Psychotherapy](#). SCM Press.

Setran, D. P., & Kiesling, C. A. (2013). [Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry](#). Grand Rapids, MI: Baker Academic.

Brown, J., Dahl, C. M., & Reuschling, W. C. (2011). [Becoming Whole and Holy: An Integrative Conversation about Christian Formation](#). Grand Rapids, MI: Baker Academic Press.

Paludi, M. A. (2001) *Human Development in Multicultural Contexts*. Upper Saddle River, NJ: Prentice Hall.

Kuroyanagi, T. (1996). *Totto-chan: The Little Girl at the Window*. Tokyo, Japan: Kodansha International.

Tyndale recommends 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. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Quizzes: 20% of final 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% of final grade; “Final”: 25% of final grade)

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: 4-5 pages, double-spaced. Due: Feb. 1, 2021

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: 6-8 pages, double-spaced. Due: March 29, 2021

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 (aoleson@tyndale.ca).

3. Theory into Practice (45% of final 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 situations described. Relevant and referenced citations from course readings and lectures are required in this paper.

Length: 8 pages, double-spaced, to be submitted via Moodle by 11:55 PM on the due date.

Due: April 12, 2021

Grading criteria: Clear description of cases; thoughtful and relevant application of developmental theories with referenced quotations from class readings and lectures. Writing should be clear, organized, concise with proper grammar, punctuation and sentence structure.

E. 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.

F. 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%
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN 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.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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

Your work should demonstrate the following characteristics:

- Reports of psychological research should follow the rules set forth in the *Publication Manual of the American Psychological Association, 7th ed.* (2019).
- All parts of the report are typed double-spaced, and without justifying the right hand margin. Use a 12 point font (“Times New Roman” or “Courier” is preferred).
- The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.

For non-psychology/counselling students, Chicago style may be used.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aa@tyndale.ca) before proceeding.

H. 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>
Jan. 11	Overview of course & requirements Covenant, community, & a culture of learning	Siew (2006)
Jan. 18	Introduction to psychology Theological framework Discuss: Ward, Pembroke	Ward (for discussion) Pembroke (for discussion)
Jan. 25	Spiritual development & human development Developmentalism as model of growth (theological critique) Discuss: Howard	Estep & Kim, Chapter 2 Howard (for discussion)

Feb. 1	Cognitive Development Jean Piaget	Woolfook et al. (2016), pp. 36-49, or Crain, Chapter 6, or Estep & Kim, Chapter 3 <u>Due:</u> My Unfolding Story (draft)
Feb. 8	Cognitive Development Lev Vygotsky William Perry & Belenky et al. Discuss: Kloss	Woolfolk et al. (2016), pp. 49-59, or Crain, Chapter 10 Kloss (for discussion)
Feb. 15	Reading Week (Feb. 15-19)	
Feb. 22	<u>Quiz #1</u> (Piaget, Vygotsky) Psycho-social development Erik Erikson Discuss: Going & Martin	Woolfolk et al. (2016), pp. 82-92, or Crain, Chapter 12, or Estep & Kim, Chapter 4 Going & Martin (for discussion)
Mar. 1	Guest Presenter	
Mar. 8	<u>Quiz #2</u> (Erikson) Moral development Lawrence Kohlberg Discuss: Pembroke	Woolfolk et al. (2016), pp. 93-102, or Crain, Chapter 7, or Estep & Kim, Chapter 5 Pembroke (for discussion)
Mar. 15	Faith development James Fowler & Morgan	Estep & Kim, Chapters 6 & 8 Morgan (for discussion)
Mar. 22	<u>Quiz #3</u> (Kohlberg) Behaviorism Theory	Woolfolk et al. (2016), pp. 228-255 B. F. Skinner, or Crain, Chapter 8
Mar. 29	<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)
Apr. 5	Jerome Bruner & Carl Rogers Wrap up	Resources on Moodle <u>Due:</u> Theory into Practice (April 12, 2021)

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Balswick, J., King, P., & Reimer, K. (2016). *The Reciprocating Self: Human Development in Theological Perspective* (2nd ed). Downers Grove, IL: Inter Varsity Press.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's Ways of Knowing*. New York, NY: Basic Books.

Brown, J., Dahl, C. M., & Reuschling, W. C. (2011). [Becoming Whole and Holy: An Integrative Conversation about Christian Formation](#). Grand Rapids, MI: Baker Academic Press.

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- Kuroyanagi, T. (1996). [*Totto-chan: The Little Girl at the Window*](#). Tokyo, Japan: Kodansha International.
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