STMA 561: PSYCHO-SPIRITUAL DEVELOPMENT

Syllabus for Winter Quarter 2011

COURSE INFORMATION

Prerequisites: STMM 500 & 12 hours at STMM level
Dates: Sat-Sun, January 8-9, 2011; F-Sun, February 25-27, 2011
Location: Pigott 304

FACULTY

Gretchen Gundrum, Ph.D.
Office: 1902 E. Aloha, Seattle 98112
Hours: By Appointment
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COURSE DESCRIPTION

Psycho-Spiritual Development examines the growth of the human person psychologically, emotionally, and spiritually through various stages of the lifespan. Several theoretical models of psychological and spiritual development are introduced, which students will be required to analyze, discuss, and evaluate in light of their own life experiences. Three autobiographical papers are required. Students will work in small groups to deepen their awareness of how various cultural influences shape individual growth and to increase their respect and compassion for the struggles all face on the human journey toward God.

Changes may be made to this syllabus and to class process at the discretion of the instructor.

STM LEARNING OUTCOMES

Although this course is required of all students pursuing the MATS and MAPC degrees, students from other degree programs are welcome to take it as well. It is designed to assist students in meeting the following STM learning outcomes:

1) Knowledge of the interaction of religious/spiritual experience and culture in their ecumenical and multicultural dimensions

    - Students read about and reflect upon the nature of culture and its diverse influences on human development with specific examples from different cultures.
    - Students read and discuss texts on psychological and spiritual development written by men and women of different faith traditions and cultures (see bibliography).
    - Students participate in stable working sub-groups with the greatest variety of faith traditions and cultures possible.
    - Students examine the ways their faith traditions and cultures have shaped their self-understanding and their understandings of God.
    - Students reflect upon the way contemporary culture affects spiritual growth and development.

- Students evaluate theories of psychological and spiritual development in light of particular social and cultural contexts, personal narratives, and the experience of other class participants.

2) Ability to articulate one's relationship with God, as it is informed by theological reflection in one's social context

    - Students write three papers in which they articulate how their relationship with God has affected or been affected by identity-forming life experiences at three stages of life.

3) Ability to articulate and live from an understanding of self as human, minister, and leader

    - Students become familiar with particular theories of psychological and spiritual development that shed light on their sense of self and other as human.
    - Students explore, articulate, and synthesize their own psycho-spiritual development through reading, reflection, discussion, and writing.
    - Students explore the relevance and consequences of psycho-spiritual development for past, present, and future ministries.

4) Ability to be a responsive, discerning listener who can enter another's worldview

    - Students act as responsive listeners for other class participants through active, attentive listening in both large and small groups.
    - Students' capacity for compassion is expanded through an awareness of difference, grace, and opportunity operative in others' lives.

APPOINTMENTS

Students may contact instructor by phone (206-322-1366) or email (ggundrum@comcast.net) if they would like to set up an appointment. My office is off-campus but nearby on Capitol Hill: 1902 E Aloha, Seattle, 98112. Arrangements may also be made to meet on campus—time, space, and mutual convenience permitting.

SPECIAL NEEDS

If you have or think you may have a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that would interfere with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the SU Learning Center, Loyola 100, 206-296-5740.

REQUIREMENTS

1. Attendance at all classes and participation in small and large group discussions and exercises.
2. Required readings as listed below.
3. Three papers. Requirements listed below; grading rubric provided in syllabus.
4. Photos of yourself as a child, adolescent, and young adult. (If your photos reside at your mother's home in Minneapolis (or wherever!) please ask her to loan them to you for class.)

GRADING

Each paper is worth 25% of your grade (75% total); another 25% derives from class participation. Please review the grading rubric for papers on page 10 of this syllabus.

Your participation and active engagement contributes to the life of the class. Please do not enroll in this course if you will be absent for more than one three-hour period or if you must miss the first class session.

GUIDELINES FOR PAPERS

Papers are to be typed, double-spaced, on one side of regulation-size, white paper. Please use proper sentence structure, diction, spelling, grammar, etc. If you have difficulties with any of these areas of composition, please have someone proofread your paper so that you can correct it before submission. Relying only on spell-check may not be enough.

When referring to course readings in papers, use either the footnote citation format of the *Chicago Manual of Style*, latest edition, or the parenthetical style of *The Publication Manual of the American Psychological Association*. **MAPC students are required to use APA style.**

- If you use the footnote format of *The Chicago Manual of Style*, you do not need to add a bibliography. MATS and students from other degree programs will find that STM theological faculty often prefers this style.
- If you use the parenthetical style of *The Publication Manual of the APA*, you need to include a bibliography at the end of the paper.

A copy of either style manual may be purchased in the SU bookstore. Both are also found in the *Simon & Schuster Handbook for Writers* (9th Edition) by Troyka & Hesse.
This text, listed in the required reading section of the syllabus (but OPTIONAL in terms of purchase!), is the best authority to consult for grammatical difficulties writers may need to resolve.

Papers are to be 5-6 pages in length with a font size of 12. No more than 6 pages will be read. Students' grades will be negatively affected if papers are late without prior consultation with faculty. *Please speak with me if you need time adjustments for a serious reason.* **The first paper is due Friday, January 14; the second is due on Friday, February 11; and the third one is due on Friday, March 11.** Please place your papers in Dr. Gundrum's STM mailbox by noon of the day they're due. Final grades will be posted on SU Online no later than March 23, 2011.

PAPER ONE: DUE FRIDAY, JANUARY 14

From the period of childhood, briefly describe your social location and the familial culture you were embedded in, including ethnic or racial aspects, if they were influential on your sense of self. Choose one event, person, place, or time you believe to be particularly formative of your psycho-spiritual development. This might be a place of early wounding, a time of triumph or deep joy, a significant loss or trauma, or your earliest memory of God. How did this experience influence your psychological and spiritual growth? How is this experience different from or similar to the movement of childhood as described by Piaget, Erikson, Kegan, Coles, or Rizzuto? Apply the work of two theorists comparing and contrasting their insights to your experience. Describe your image of God or your awareness of God at this time in your life.

PAPER TWO: DUE FRIDAY, FEBRUARY 11

From the period of adolescence **or** young adulthood, choose one event, person, place, or time you believe to be particularly formative of your psycho-spiritual development. How did this experience influence your psychological and spiritual growth? How is your experience similar to and/or different from the movements of adolescence or young adulthood we have studied, or from the developmental theories described in Nydam, Cushing & McGoldrick, and Kegan? If your background culturally is from a minority group, reflect on how your experience meshes with or departs from the insights expressed in Rogoff, Wimberly, Sue *et al*, or Herring. Compare and contrast the insights of two theorists to your experience. Describe your image of God or your awareness of God at this time in your life.

PAPER THREE: DUE FRIDAY, MARCH 11

From the period of mid-life **or** older years, choose one event, person, place, or time you believe to be particularly formative of your psycho-spiritual development. How did this experience influence your psychological and spiritual growth? How is your experience similar to and/or different from the movements of life described in the Whiteheads, Jung, Fowler, or Slee? If your cultural background derives from a minority group, reflect on how your experience meshes with or departs from the insights expressed by theorists noted above. Describe your image of God or your awareness of God at this time in your life.

Or:

If you have not yet entered mid-life, write a paper on a particular aspect of your development about which you have not yet written and reflected in relation to theorists cited.

GRADING CRITERIA FOR EACH PAPER (see rubric, page 10)

1. Evidence of authentic expression of experience
2. Evidence of significant understanding of at least two theorists
3. Articulation of impact upon **both** psychological and spiritual development
4. Clarity of writing, which includes:
    a. Clearly articulated thoughts and feelings
    b. Accurate structure, grammar, and spelling
    c. Accurate citations

WHILE YOU WILL HAVE REFERENCED SIX DIFFERENT THEORISTS IN THESE PAPERS, YOU CAN INCORPORATE MORE IF THE REFERENCE IS SUBSTANTIVE OR ILLLUSTRATIVE.

Those who wish their final papers mailed back will need to submit a stamped, self-addressed envelope and sufficient postage with their final paper. Otherwise, students can retrieve them later at the STM front desk.

ACADEMIC HONESTY
The School of Theology and Ministry strictly adheres to the Academic Policy concerning honesty as published in the *Seattle University Student Handbook* (see the SU website).

CLASS PROCESS
Because we will be dealing with personal material, class safety and confidentiality are important. Students are expected to arrive on time and return from breaks promptly, out of consideration for all.

Each three-hour block of class time will be comprised of the following sections:

- General overview of topic
- Break
- Small group discussion (in permanent working sub-groups as assigned)
- Large group discussion of readings/group experience

REQUIRED READING
Students are expected to have completed the reading in green by the first weekend of class:

Gundrum, Gretchen. *Reader for STMA 561: Psycho-Spiritual Development*, 2011.
Articles as assigned in syllabus (see pp. 6-7).

Kelcourse, Felicity B., Ed. *Human Development and Faith: Life-Cycle Stages of Body, Mind and Soul.* St. Louis, MO: Chalice Press, 2004. [IBSN 0-8272-1442-1]

Schachter-Shalomi, Zalman and Ronald S. Miller. *From Age-ing to Sage-ing: A Profound New Vision of Growing Older*. New York: Grand Central Publishing, 1997, 52-135. [IBSN 0-446-67177-0]

Slee, Nicola. *Women's Faith Development: Patterns and Processes.* Burlington, VT: Ashgate, 2004, 81-161. [IBSN 0-7546-0886-7]

Troyka, Lynn Q. and Douglas Hesse. *Simon & Schuster Handbook for Writers, 9th Ed.* Upper Saddle River, NJ: Pearson, 2009. [For Reference as Needed.]
[IBSN-13: 978-0-13-602860-4]

Valliant, George E. *Spiritual Evolution: How We Are Wired for Faith, Hope, and Love.* New York: Broadway Books, 2008, 1-206. [IBSN 978-0-7679-2658-4]

Whitehead, Evelyn Eaton and James D. Whitehead. *Christian Life Patterns: The Psychological Challenges and Religious Invitations of Adult Life*. New York: Crossroad, 1993, 6-203. [IBSN 0-8245-1154-9]

Readings in black will be required to have been completed by the second weekend of class.

SCHEDULE OF CLASSES AND ASSIGNED READINGS

JANUARY 8 ***Introduction to Psycho-Spiritual Development***

Safety, Confidentiality, Emotions, and Group Process
Overview of Theories and Process of the Course
Cultural Relativity of Developmental Theories

Required Reading:

Barbara Rogoff, "Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development," chap. 1 in *The Cultural Nature of Human Development* (New York: Oxford University Press, 2003), 3-29. In READER.

Growing in Wisdom, Age, and Grace ~ An Evolutionary Perspective

George Valliant on the Evolution of Spirituality
Robert Kegan's Constructive-Development Approach

Required Reading:

Joann Wolski Conn, "Comprehensive Development: Robert Kegan," chap. 3 in *Spirituality and Personal Maturity* (New York/Mahwah, NJ: Paulist Press, 1989), 50-65. In READER.

Karen Eriksen, "The Constructive Developmental Theory of Robert Kegan," in *The Family Journal: Counseling & Therapy for Couples & Families*, Vol 14, No. 3, July 2006, 290-298. In READER.

George E. Valliant, MD, *Spiritual Evolution: How We are Wired for Faith, Hope, and Love* (New York: Broadway Books, 2008), 1-206.

JANUARY 9 ***Childhood: Skinned Knees, Bad Dreams, Joyful Hearts***

Developmental Theory of Jean Piaget
Object Relations Theory and the Development of the God Image
The Work of Ana-Maria Rizzuto: God as a Special Transitional Object

Please bring a photo of yourself as a young child and photos of your parents to class.

Required Reading:

Robert Coles, "The Voice of God," chap. 4 and "Young Spirituality: Psychological Themes," chap. 5 in *The Spiritual Life of Children* (Boston: Houghton Mifflin Company, 1990), 69-128. In READER.

Felicity Kelcourse, *Human Development and Faith* (St. Louis: Chalice Press, 2004), 1-110; 129-164; 183-204.

Michael St. Clair, "The Internal Image of God," chap. 2 in *Human Relationships and the Experience of God* (New York: Paulist Press, 1994), 19-30. In READER.

Adolescence & Identity Formation:
Why Did You Dye Your Hair Blue?

Psychological Issues in Adolescent Development
The Work of Erik Erickson
Multicultural Identity
Implications for Faith Development

Please bring a photo of yourself as teenager to class.

Required Reading:

Alice M. Graham, "Identity in Middle and Late Adolescence," chap. 10 in *Human Development and Faith: Life-Cycle Stages of Body, Mind and Soul*, ed. Felicity B. Kelcourse (St. Louis, MO: Chalice Press, 2004), 223-235.

Roger D. Herring, "Native American Indian Identity: A People of Many Peoples," chap. 8 in *Race, Ethnicity, and Self*, eds. Elizabeth P. Salett and Diane R. Koslow, (Washington, D.C.: National Multicultural Institute, 1994), 170-193. In READER.

Ronald Nydam, "Early Adolescence: Venturing toward a Different World," chap. 9 in *Human Development and Faith: Life-Cycle Stages of Body, Mind and Soul, ed.* Felicity B. Kelcourse (St. Louis, MO: Chalice Press, 2004), 205-222.

Derald Wing Sue and others, "Understanding Racial/Ethnic Minority Views," chap. 6 in *Multicultural Counseling Competencies: Individual and Organizational Development* (Thousand Oaks, CA: SAGE Publications, 1998), 67-79. In READER.

Edward Wimberly, "The Family Context of Development: African American Families," chap. 4 in *Human Development and Faith*, 111-125.

First paper on childhood is due January 14; second paper on adolescence and young adulthood is due February 11.

FEBRUARY 25 ***Young Adulthood: FACEBOOK, Anyone?***

Psycho-Spiritual Tasks of Young Adulthood:
Sexual Identity & Vocation
Implications for Faith Development

Required Reading:

Joann Wolski Conn, "Comprehensive Development: Its Significance for Pastoral Counseling," chap. 4 in *Spirituality and Personal Maturity* (Mahwah, NJ: Paulist Press, 1989), 66-90. In READER.

Bonnie Cushing and Monica McGoldrick, "The Differentiation of Self and Faith in Young Adulthood: Launching, Coupling, and Becoming Parents," chap. 11 in *Human Development and Faith: Life-Cycle Stages of Body, Mind and Soul*, ed. Felicity Kelcourse (St. Louis, MO: Chalice Press, 2004), 236-250.

Adulthood: It's Harder Than We Thought

Patterns of Growth Through Crisis and Change
Gender Differences & Messy Emotions

Please bring two photos of yourself after age 21.

Required Reading:

Evelyn E. Whitehead and James D. Whitehead, *Christian Life Patterns: The Psychological Challenges and Religious Invitations of Adult Life*, New York: Crossroad, 1993.

Nicola Slee, *Women's Faith Development: Patterns and Processes, Explorations* in Practical, Pastoral and Empirical Theology Series (Burlington, VT: Ashgate, 2004), 81-95.

Russell Haden Davis, "The Middle Years," in *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul*, ed. Felicity Kelcourse (St. Louis, MO: Chalice Press, 2004), 251-268.

FEBRUARY 26 ***C.G. Jung's Contribution to Mid-Life Adult Spirituality***

Overview of Jung & His Theory
Shadow Integration

Required Reading:

Harville Hendrix, "Creating the False Self, in *Meeting the Shadow: The Hidden Power of the Dark Side of Human Nature*, eds. Connie Zweig and Jeremiah Abrams. Los Angeles: Jeremy Tarcher, 1991, *xvi-xxv*. In READER.

Carl G. Jung, "The Aims of Psychotherapy," in *The Practice of Psychotherapy: Essays on the Psychology of the Transference and Other Subjects*, 2nd ed. Bollinger Series XX. Trans. R.F.C. Hull. New York: Pantheon Books, 1954, 36-52. (Originally published in 1931), 36-52. In READER.

John Sanford, "Parenting and Your Child's Shadow," in *Meeting the Shadow: The Hidden Power of the Dark Side of Human Nature*, eds. Connie Zweig and Jeremiah Abrams. Los Angeles: Jeremy Tarcher, 1991, *xvi-xxv*. In READER.

Connie Zweig and Jeremiah Abrams, "Introduction: The Shadow Side of Everyday Life" in *Meeting the Shadow: The Hidden Power of the Dark Side of Human Nature*, eds. Connie Zweig and Jeremiah Abrams. Los Angeles: Jeremy Tarcher, 1991, *xvi-xxv*. In READER.

FEBRUARY 27 ***Getting Older Isn't for Sissies***

The Suffering Involved in the Aging Process
A New Way of Looking at the Journey toward Death
Completion of Life's Tasks

Required Reading:

Helen K. Black, "Elders' Narratives of Suffering," in vol. 2 of *Aging, Spirituality, and Religion: A Handbook*, eds. Melvin A. Kimble and Susan H. McFadden (Minneapolis, MN: Fortress Press, 2003), 268-85. In READER.

Zalman Schachter-Shalomi and Ronald S. Miller, *From Age-ing to Sage-ing: A Profound New Vision of Growing Older* (New York: Grand Central Publishing, 1995), 52-135.

Dying And Rising

Tying up Loose Ends
Reflections on Death: An Evolutionary Perspective

Please bring a symbol of your faith and spirituality that serves to ground and comfort you.

Final paper is due March 11, along with your suggested grade for the course (see p. 12.)

RUBRIC FOR ASSIGNED PAPERS

STMA 561: Psycho-Spiritual Development

STUDENT:_____ DATE_____ PAPER NO.__

AUTHENTIC EXPRESSION OF EXPERIENCE				COMMENT
• Depicts experience at specified stage of life • Describes meaningful, substantive experience • Communicates with honesty and transparency • Engages reader's attention	Meets criteria at high level; clearly delineates significant experience	Meets some criteria; uneven	Meets few criteria; fails to give reader clear picture of life experience	
PRESENTATION OF THEORIST'S POSITION—ONE				**COMMENT**
• Demonstrates clear understanding of theorist's framework or concepts • Uses theory with sufficient complexity, subtlety, and insight • Uses theory to shed light on and affirm experience, or • Differentiates experience of self from theorist's concepts of development	Meets criteria at high level; clear, good sense of complexity; appropriate utilization	Meets some criteria; uneven or has some lapses in clarity; less complex	Meets few criteria; often unclear, inappropriate utilization; too superficial or thin	
PRESENTATION OF THEORIST'S POSITION—TWO				**COMMENT**
• Demonstrates clear understanding of theorist's framework or concepts • Uses theory with sufficient complexity, subtlety, & insight • Uses theory to shed light on and affirm experience, or • Differentiates experience of self from theorist's concepts of development	Meets criteria at high level; clear, good sense of complexity, appropriate utilization	Meets some criteria; uneven or has some lapses in clarity; less complex	Meets few criteria; often unclear, inappropriate utilization; too superficial or thin	
IMPACT ON PSYCHOLOGICAL DEVELOPMENT				**COMMENT**
• Demonstrates impact of experience on thoughts, feelings, and behaviors • Describes impact of experience on sense of identity • Describes impact of experience on relationships	Meets criteria at high level; clear, broad sense of impact on psychological development	Meets some criteria; uneven or has some lapses in clarity; less breadth	Meets few criteria; often unclear, little sense of impact on psychological development	
IMPACT ON SPIRITUAL DEVELOPMENT				**COMMENT**
• Describes impact of experience on relationship with God or Ultimate Mystery • Describes impact of experience on God images and belief systems • Describes impact of experience on lived experience of faith	Meets criteria at high level; clear, broad sense of impact on spiritual development	Meets some criteria; uneven or has some lapses in clarity; less breadth	Meets few criteria; often unclear, little sense of impact on spiritual development	
CLARITY OF WRITING				**COMMENT**
• Has a well organized, easy-to-follow structure • Each paragraph develops one idea clearly • Is free from errors in grammar, punctuation, usage, or spelling • Properly formats, punctuates, and cites: quotations, paraphrases, and summaries of other authors' ideas	Meets criteria at high level	Meets some criteria; uneven	Meets few criteria	

RECOMMENDED READING

Allport, Gordon W. *The Individual and His Religion.* New York: The Macmillan Company, 1950.

Bridges, William. *The Way of Transition*. New York: Perseus Publishing, 2001.

Cannato, Judy. *Radical Amazement: Contemplative Lessons from Black Holes, Supernovas, and Other Wonders of the Universe.* Notre Dame, IN: Sorin Books, 2006.

Chodron, Pema. *When Things Fall Apart: Heart Advice for Difficult Times.* Boston: Shambhala. 1997.

Crowley, Vivianne. *Principles of Jungian Spirituality*. London: Thorsons, 1998.

Empereur, James L. *Spiritual Direction and the Gay Person.* New York: Continuum, 1999.

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning.* New York: HarperCollins, 1995.

Howell, Patrick. *A Spiritguide: As Sure as the Dawn through Times of Darkness.* Kansas, City, MO: Sheed and Ward, 1996.

Kegan, Robert. *The Evolving Self: Problem and Process in Human Development.* Cambridge, MA: Harvard University Press, 1982.

Kroger, Jane. *Identity Development: Adolescence through Adulthood.* Thousand Oaks, CA: Sage Publications, 2000.

Liebert, Elizabeth. *Changing Life Patterns: Adult Development in Spiritual Direction.* Mahwah, NJ: Paulist Press, 1992.

Linn, Matthew, Sheila Fabricant, and Dennis Linn. *Healing the Eight Stages of Life.* Mahwah, NJ: Paulist Press, 1998.

Moseley, Romney M. *Becoming a Self before God: Critical Transformations.* Nashville: Abingdon Press, 1991.

Muller, Wayne. *Legacy of the Heart: The Spiritual Advantages of a Painful Childhood.* New York: Fireside, 1992.

Oliva, Max. *The Masculine Spirit: Resources for Reflective Living.* Notre Dame, IN: Ave Maria Press, 1997.

Rizzuto, Ana-Maria. *The Birth of the Living God: A Psychoanalytic Study.* Chicago: University of Chicago Press, 1979.

Stern, Daniel M. *The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology.* New York: Basic Books, 1985.

Taylor, Barbara Brown. *An Altar in the World: A Geography of Faith.* New York: HarperCollins Publishers, 2009.

Please attach to your final paper, a short paragraph describing the grade you think you deserve for the work you did in this course, and your rationale for that grade. I will take your assessment into consideration as I process the grade I think you earned for the course.

~ Thank you.

Special thanks to Mary Rose Bumpus, Ph.D. for her generous collaboration on the use of resources for this course.