



# McMaster Divinity College

## Theories of Formation: Living Through the Stages of Life MS 3XF3/6XF6 Fall 2015

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Sept 14 to Dec 7, 2015  
Mondays 8:30 – 10:20 am

### 1. Course Description:

This course explores the relationship of developmental psychology to the work of counselling and ministry. Students will study some of the major developmental theorists and consider how these theories shape our view of physical, social, intellectual, emotional, moral and spiritual development across the lifespan. While this course focuses on the development and life cycle of the individual, it will also consider the experience of the individual as shaped by and contextualized within social systems. Two fundamental questions shape this course. First, “How are the intellect, personality, morality and belief systems shaped and how are these related to personal identity and behaviour?” Secondly, “What is the relationship between the way intellect, personality, morality and belief systems develop faith formation and learning?” Students will critique the theories presented and consider the implications of a developmental perspective, both for the task of counselling as well as other forms of ministry.

**SPECIALIZATIONS:** Counselling and Spiritual Care (CS), Christian Worldview (CW), and Pastoral Studies (PS).

### 2. REQUIRED READING:

All required textbooks for this class are available from the College’s book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

#### All Students:

Austrian, S. G. (2008). *Developmental theories through the life-cycle – 2nd Edition*. New York: Columbia University Press.

Balswick, J. O., King, P. E., & Reimer, K. S. (2005). *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic.

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

Trokan, J. (1998). Stages of the Marital and Family Life Cycle: Marital Miracles. *Pastoral Psychology*, 46(4), 281-295.

### MA/PhD Students:

Ingram, J.A. (1995). Contemporary issues and Christian models of integration: Into the modern/postmodern age. *Journal of Psychology & Theology*, 25(3), 3-14.

### 3. LEARNING OBJECTIVES:

*Students are advised to read the objectives that are relevant for their program specialization.*

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

#### Christian Worldview (CW) Specialization

##### **Knowing**

- To understand human development through a bio-psycho-social-spiritual lens.
- To develop a theologically informed perspective on human development across the lifespan.

##### **Being**

- To gain self-awareness as a ministering person through self-reflection on and self-evaluation of one's personal developmental journey.

##### **Doing**

- To read research articles on human development that are pertinent to one's area of ministry practice.
- To reflect theologically on a model of human development of the student's choice.
- To communicate with people in a manner that is appropriate to their developmental level and socio-cultural identity.
- To reflect on the use of developmental perspectives to understand faith formation, faith structure and faith content.

#### Pastoral Studies (PS) Specialization

##### **Knowing**

- To understand human development through a bio-psycho-social-spiritual lens.
- To develop a theologically informed perspective on human development across the lifespan.

##### **Being**

- To gain self-awareness as a ministering person through self-reflection on and self-evaluation of one's personal developmental journey.

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

### **Doing**

- To communicate in a manner appropriate to the ministry recipient's developmental level.
- To read research articles on human development that are pertinent to one's area of ministry practice.
- To reflect theologically on a model of human development of the student's choice.
- To reflect on the use of developmental perspectives to understand faith formation, faith structure and faith content.

### **Counselling and Spiritual Care (CS) Specialization**

**Note:** *These learning objectives are co-ordinated with the expected competencies for CASC/ACSS certified chaplains and pastoral counsellors and the College of Registered Psychotherapists of Ontario (CRPO).*

### **Knowing**

- To have an integrated knowledge of human development across the lifespan (CRPO & CASC).
- To understand the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development (CRPO & CASC).

### **Being**

- To gain self-awareness as a ministering person through self-reflection on and self-evaluation of one's personal developmental journey (CASC).

### **Doing**

- To communicate in a manner appropriate to client's developmental level and socio-cultural identity (CRPO & CASC).
- To assess and understand the client's spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development and to integrate this assessment within the counselling or treatment process (implied within CRPO competencies).
- To assess for faith process and development, faith structure and content (CASC).
- To be able to understand a client's source(s) of spiritual strength, hope, methods/ways of coping, needs, risks and wellness goals through personal encounter with the client (CASC).
- To read research articles on human development that are pertinent to one's area of practice or ministry (CASC & CRPO).

## **4. PROFESSOR:**

**Biography:** Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO), an OAMFT/AAMFT Clinical Fellow, and a Certified Pastoral Counsellor (CASC). Dr. Mutter's ministry and counseling

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

**Availability:** Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at [mutterk@mcmaster.ca](mailto:mutterk@mcmaster.ca).

### 5. COURSE SCHEDULE:

Date: Mondays	Topic	Required Reading			MA/PhD CS, CW, PS
		MTS / MDiv CS	CW	PS	
Sept 14, 2015	<i>Introduction to the Course</i>				
Sept 21, 2015	<i>Integrative Frameworks</i>	Balswick et al., chs. 2-3	√	√	√
Sept 28, 2015	<i>Organizing Framework: Developmental Theory</i>	Balswick et al., chs. 4	√	√	√
Oct 5, 2015	<i>Organizing Framework: Social Context</i>	Austrian, ch. 7	√		√
		Balswick et al., ch. 5		√	√
Oct 12, 2015	<b>NO Class: Thanksgiving Day</b>				
Oct 19, 2015	<i>Infancy</i>	Austrian ch. 2	√		√
		Balswick et al., ch. 6		√	√
Oct 26, 2015	<i>Childhood</i>	Austrian ch. 3	√		√
		Balswick et al., ch. 7		√	√
Nov 2, 2015	<i>Adolescence</i>	Austrian ch. 4.	√		√
		Balswick et al., ch. 8		√	√
Nov 9, 2015	<i>Special Focus: Moral and Spiritual Development</i>	Austrian: pp. 58-59, 107-109, 155-158	√		√
		Balswick et al., chs. 12-13	√	√	√
Nov 16, 2015	<i>Emerging Adulthood</i>	Austrian ch. 5.	√		√
		Balswick et al., ch. 9		√	√
Nov 23, 2015	<i>Special Focus: Marital &amp; Family Development</i>	Trokan article	√	√	√
Nov 30, 2015	<i>Middle adulthood</i>	Balswick et al., ch. 10	√	√	√
Dec 7, 2015	<i>Late adulthood</i>	Austrian, ch. 6	√		√
		Balswick et al., ch. 11		√	√

### 6. COURSE REQUIREMENTS:

**Assignments**

**Degree Program**

**Due Date**

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**Theories of Formation: Living Through the Stages of Life**  
McMaster Divinity College, Fall 2015

<b>Participation &amp; Reading</b>	<b>MTS / MDiv</b>	<b>15%</b>	<b>Weekly</b>
	<b>MA / PhD</b>	<b>----</b>	<b>Weekly</b>
<b>Literature Review</b>	<b>MTS / MDiv</b>	<b>30%</b>	<b>Oct 19, 2015</b>
	<b>MA / PhD</b>	<b>40%</b>	<b>Nov 2, 2015</b>
<b>Integrative Essay</b>	<b>MTS / MDiv</b>	<b>40%</b>	<b>Nov 16, 2015</b>
	<b>MA / PhD</b>	<b>50%</b>	<b>Nov 30, 2015</b>
<b>Personal Reflection</b>	<b>MTS / MDiv</b>	<b>15%</b>	<b>Dec 7, 2015</b>
	<b>MA / PhD</b>	<b>10%</b>	<b>Dec 7, 2015</b>

**Graded Assignments**

**A. Weekly Participation in Class Discussions and Learning Activities (Knowing & Doing)**

The intent of these in-class discussions and learning activities is to foster an inclusive dialogue on the assigned readings and topics. For this reason, students are requested to adhere to the following guidelines.

- Comments and observations need to address the assigned question.
- Students are to read the assigned readings; comments and observations need to wrestle with the assigned readings as well as “life”.
- Discussion is to be respectful and to provide each student with an opportunity to contribute to the discussion.

**B. Literature Review (Knowing)**

**Assignment Objectives:**

- To read current professional literature relevant to pastoral or clinical practice.
- To access information from a variety of current sources.
- To analyze information critically.
- To determine the applicability of information to particular ministry or clinical situations.
- To apply knowledge gathered to enhance pastoral or clinical practice.
- To become current with developments in foundational areas.

i. **Professional Degree Students (MTS & MDiv)** **Due: Oct 19, 2015**

Students enrolled in a professional degree are to prepare a 4000 word (10-12 p.) literature review relevant to one aspect of human development: i.e., behavioural, biological, cognitive, emotional, gender, moral, sexual, social, and spiritual development. Suggested topics include but are not limited to: child or teen behaviour; family violence; gender; identity; learning disorders & disabilities; mental health; moral development; parent-child attachment; separation, divorce & remarriage; sexual identity; sexual orientation; and, spiritual & faith formation.

- Students in the **Pastoral Studies** specialization will submit a literature review

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

focused on a topic of interest as it applies to a specific developmental stage that the student will work with in a ministry setting (e.g., Infancy, Childhood, Adolescence, Emerging Adulthood, Middle Adulthood, Late Adulthood). It is expected that these reviews will be integrative and highlight relevant themes drawn from the literature. Students are to include relevant chapters from the course texts, one academic monograph (i.e., book) related to this topic, and at least 7 relevant academic (i.e., peer-reviewed) articles drawn from the pastoral ministry, pastoral care or Christian education literature.

- Students in the ***Christian Worldview*** specialization may choose to submit either of the following assignments.
  - The student may submit a literature review focused on a topic of interest as it applies to a specific developmental stage that the student will work with in a ministry setting (e.g., Infancy, Childhood, Adolescence, Emerging Adulthood, Middle Adulthood, Late Adulthood). It is expected that these reviews will be integrative and highlight relevant themes drawn from the literature. Students are to include relevant chapters from the course texts, one academic monograph (i.e., book) related to this topic, and at least 7 relevant academic (i.e., peer-reviewed) articles drawn from the pastoral ministry, pastoral care or Christian education literature.
  - The students may submit an integrative literature review that summarizes key themes related to a specific developmental theory (e.g., Attachment Theory, Erikson, Fowler, Kohlberg, Levinson, Objects-Relations Theory, Piaget, etc.). It is expected that these literature reviews will include relevant chapters from the course texts, one academic monograph (i.e., book) related to this topic, and at least 7 relevant academic (i.e., peer-reviewed) articles.
- Students in the ***Counselling and Spiritual Care*** specialization will submit a literature review focused on a topic of interest as it applies to a specific developmental stage (e.g., Infancy & Preschoolers, Middle Childhood, Adolescence, Adulthood, Old Age). It is expected that these reviews will be integrative and highlight relevant themes drawn from the literature. Students are to include relevant chapters from the course texts, one academic monograph (i.e., book) related to this topic, and at least 7 relevant academic (i.e., peer-reviewed) articles drawn from the counselling, pastoral counselling or pastoral care literature.

### ii. **Advanced Degree Students (MA & PhD)**

**Due: Nov 2, 2015**

Students enrolled in an advanced degree program may choose to submit either of the following assignments. It is expected that students will read academic texts related to this topic and no fewer than 20 relevant academic (i.e., peer-reviewed) totalling at least 4000 pages of text.

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

- Students may submit an integrative literature review (7500 words) that summarizes key themes related to a specific developmental stage (e.g., Infancy & Preschoolers, Middle Childhood, Adolescence, Adulthood, Old Age).  
Suggested topics: attachment; family violence; gender; identity; learning disorders & disabilities; mental health; moral development; separation, divorce & remarriage; sexual identity; sexual orientation; and spiritual & faith formation.
- Students may submit an integrative literature review (7500 words) that identifies the philosophical assumptions, values, understanding of development, key themes, stages of development and supporting research related to a specific developmental theory (e.g., Attachment Theory, Erikson, Fowler, Kohlberg, Objects-Relations Theory, Piaget, etc.).

### C. Integrative Essay (Knowing & Doing)

#### Assignment Objectives:

- To integrate knowledge of research methods and practices.
- To determine the applicability of research findings to particular clinical or ministry situations.
- To analyze research findings critically.
- To apply knowledge gathered to enhance practice.

#### *i. Professional Degree Students (MTS & MDiv)*

**Due: Nov 16, 2015**

It is expected that the student will build on the knowledge they have gained from the course and the **Literature Review** assignment. **NOTE:** While it is expected that the student will draw on the sources used in the first assignment, students are encouraged to employ additional source material.

- Students in the **Pastoral Studies** specialization will submit a 5000 word (12-15 p.) essay in which the student reflects on the ministry application of a developmental lens when seeking to minister to persons when the topic of interest the student focused on in the literature review assignment is a relevant focus. Grading will be based on the student's ability to identify key needs or concerns and propose or develop strategies for ministering to/with this population.
- Depending on the option selected for the Literature Review assignment, students in the **Christian Worldview** specializations will submit one of the following essays.
  - A 5000 word (12-15 p.) essay in which the student reflects on the ministry application of a developmental lens when seeking to minister to persons when the topic of interest the student focused on in the literature review assignment is a relevant focus. Grading will be based on the student's ability

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

to identify key needs or concerns and propose or develop strategies for ministering to/with this population.

- A 5000 word (12-15 p.) essay in which the student uses the article by Ingram to reflect theologically on the assumptions, insights, values of a specific developmental theory. Grading will be based on the student's ability to engage the historical & philosophical foundations of the developmental theory as well as the practical or ministry implications of this theory (e.g., strengths and shortcomings).
- Students in the ***Counselling and Spiritual Care*** specialization will submit a 5000 word (12-15 p.) essay in which the student reflects on the counselling or therapeutic application of a developmental lens to working with persons presenting with the same topic of interest the student focused on in the literature review assignment. Grading will be based on the student's ability to identify key needs or concerns and propose or develop strategies for ministering to/with this population.

### ii. **Advanced Degree Students (MA & PhD)**

**Due: Nov 30, 2015**

Depending on the option selected for the Literature Review assignment, Advanced Degree students will submit one of the following essays. NOTE: it is expected that the student will not merely draw on the sources used in the first assignment but will read at least another 1000 pages of source material to supplement their work.

- A 10,000 word essay in which the student reflects on the ministry application of a developmental lens seeking to minister to persons when the topic of interest the student focused on in the literature review assignment is a relevant focus. Grading will be based on the student's ability to identify key needs or concerns and propose or develop strategies for ministering to/with this population.
- A 10,000 word essay in which the student uses the article by Ingram to reflect theologically on the assumptions, insights, values of a specific developmental theory. Grading will be based on the student's ability to engage the historical & philosophical foundations of the developmental theory as well as define and describe the practical or ministry implications of this theory (e.g., strengths and shortcomings).

### D. **Personal Reflection Assignment (Being)**

**Due: Dec 7, 2015**

**All students** are to submit a 1500 word (4 to 5 pp) paper in which the student reflects on how one key insight or lesson they have learned from this course will help them to minister more effectively to/with others. Papers will be graded on the basis of clarity, reflexivity and the student's awareness of their reciprocating self.

## 7. COURSE ADMINISTRATION:

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

**Style:** All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>. Failure to observe appropriate form will result in grade reductions.

**Academic Honesty:** Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty

<http://www.mcmasterdivinity.ca/programs/rules-regulations>

**Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

**Submission of Written Work:** All written work is to be submitted in hard copy and are due at the beginning of class on the day indicated (by email before 5 p.m. of the day due). ***Late submission of assignments will be deducted one grade point (1%) for every late day.***

**Length:** Students are expected to adhere to the word/page count. Papers will be penalized if they are shorter than the minimum word/page count. Papers that exceed the maximum word/page count will receive grace for the first 15% over the stipulated limit after which the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word/page count.

## 8. SELECTED RESOURCES

### a. Ministry-Related Journals: Christian Education, Christian/Pastoral Counselling

The following is a partial listing of relevant journals. For a fuller listing, students are advised to consult the ATLASerials database which can be accessed via the McMaster University Library web portal.

*Christian Education Journal*

*Christian Psychology*

*Counselling et Spiritualité / Counselling and Spirituality*

*Family and Community Ministries*

*International Journal of Children's Spirituality*

*Journal of Chaplaincy Practice*

*Journal of Health Care Chaplaincy*

*Journal of Pastoral Care & Counseling*

*Journal of Pastoral Counseling*

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

*Journal of Pastoral Practice*  
*Journal of Psychology & Theology*  
*Journal of Psychology and Christianity*

*Journal of Religious Gerontology*  
*Journal of Spirituality in Mental Health*  
*Pastoral Psychology*

### b. Counselling & Psychology Journals

Advanced degree students are expected to include relevant articles drawn from journals in the field of counselling and psychology. Archives for these journals may be accessed via the PsychINFO database which is available through the McMaster University Library web portal.

### c. Selected Reference Texts

- Attwater, Eastwood. *Adolescence*, Fourth Edition. New Jersey: Prentice Hall, 1996.
- Bowlby, John. *A Secure Base*. London: Routledge, 1998.
- Burt, Martha R. et al. *Building Supportive Communities for At-Risk Adolescents: It Takes More Than Services*. Washington, DC: APA, 1998.
- Capps, Donald. *Life Cycle Theory and Pastoral Care*. Philadelphia: Fortress Press, 1983.
- Capps, Donald. *The Decades of Life: A Guide to Human Development*. Louisville: Westminster John Knox Press, 2008.
- Carter, Betty (Ed.) and Monica McGoldrick (Ed.). *The Changing Family Life Cycle: A Framework for family Therapy* 2<sup>nd</sup> edition. New York: Allyn & Bacon, 1989.
- Crain, W. *Theories of Development: Concepts and Applications*. 6th Edition. New York: Prentice Hall, 2011.
- Deane, Barbara. *Caring for Your Aging Parents: When Love Is Not Enough*. Colorado Springs, CO: NavPress, 1989.
- Elkind, David. *All Grown Up & No Place to Go: Teenagers in Crisis*. Don Mills, ON: Addison-Wesley Publishing Company, 1984.
- Erikson, Erik H. *The Life Cycle Completed*. New York, New York: W.W. Norton & Company, 1985.
- Erk, Robert R. *Counseling Treatment for Children and Adolescents with DSM-IV-TR Disorders*, Second Edition. Upper Saddle River, NJ: Pearson, 2008.
- Estep, J. R. (Ed.), & Kim, J. H. (Ed.). *Christian Formation: Integrating Theology & human Development*. Nashville, TH: Broadman & Holman Academic, 2010.
- Flanagan, K. S. (Ed.) and S. E. Hall. *Christianity and Developmental Psychopathology: Foundations and Approaches*. Downers Grove, IL: IVP Academic, 2014.
- Fowler, James W. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Harper & Row, 1984.
- Fowler, James W. *Faith Development in Early Childhood*. Kansas City, MO.: Sheed & Ward, 1988.
- Fowler, James W. *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville: Abingdon Press, 1996.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper & Row, 1981.
- Garbarino, James. *Children and Families in the Social Environment*. New York : Aldine de Gruyter, 1992.
- Gollnick, James. *Religion and Spirituality in the Life Cycle*. New York: P. Lang, 2005.
- Gubrium, Jaber and James Holstein. *Aging and Everyday Life*. Malden, MA: Blackwell Books, 2000.
- Hauerwas, Stanley et al. (Eds.). *Growing Old in Christ*. Grand Rapids: Eerdmans, 2003.

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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

- Horton-Parker, R.J. & Brown, N.W. *The Unfolding Life: Counseling Across the Lifespan*. Westport, CT.: Greenwood Publishing, 2002.
- Jensen, Frances E. and Amy Ellis Nutt. *The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults*. New York: Harper Collins, 2014.
- Kashani, Javad H. and Wesley D. Allan. *The Impact of Family Violence on Children and Adolescents*. Thousand Oaks, CA: Sage, 1998.
- Kegan, Robert. *The Evolving Self: Problem and Process in Human Development*. Cambridge, MA: Harvard University, 1982.
- Kelcourse, Felicity Brock. *Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul*. St. Louis, MO: Chalice Press, 2004.
- Kimble, Melvin A. and Susan H. McFadden. *Aging, Spirituality, and Religion: A Handbook*, Vol. 2. Minneapolis: Fortress Press, 2003.
- Kimble, Melvin A. et.al. *Aging, Spirituality, and Religion: A Handbook*, Vol. 1. Minneapolis: Fortress Press, 1995.
- Kohlberg, Lawrence. *Collected Papers on Moral Development and Moral Education*. Cambridge, MA: Harvard University Laboratory for Human Development, 1973.
- Lefebvre, Solange. *Stages of Life and Christian Experience*. London: SCM Press, 2007.
- Levinson, Daniel J. *The Seasons of a Man's Life*. New York: Ballantine Books, 1978.
- Levinson, Daniel J. *The Seasons of a Woman's Life*. New York: Ballantine Books, 1996.
- Malekoff, Andrew. *Group Work with Adolescents: Principles and Practice*. New York: Guilford, 1997.
- McClure, Faith H. and Edward Teyber. *Casebook in Child and Adolescent Treatment: Cultural and Familial Contexts*. Pacific Grove, CA: Thomson / Brooks Cole, 2003.
- Morgenthaler, Shirley K. *Right From the Start: A Parent's Guide to the Young Child's Faith Development*. St. Louis, MO: Concordia, 2001.
- Olson, G. Keith. *Counseling Teenagers*. Loveland, CO: Group Books, 1984.
- Piaget, Jean. *The Child's Construction of Reality*. London: Routledge & Paul, 1955.
- Piaget, Jean. *The Moral Judgment of the Child*. London: Routledge & Kegan Paul Ltd., 1932.
- Pledge, Deanna S. *Counselling Adolescents and Children: Developing Your Clinical Style*. Pacific Grove, CA: Thomson / Brooks Cole, 2004.
- Pogson, Philip. *Learning and Change in the Adult Years : A Developmental Perspective*. San Francisco, CA: Jossey-Bass, 1995.
- Price, Jerome A. *Power and Compassion: Working with Difficult Adolescents and Abused Parents*. New York: Guilford, 1996.
- Rice, F. Philip. *The Adolescent*, Eighth Edition. Boston: Allyn & Bacon, 1996.
- Stern, Daniel. *The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology*. New York: Basic Books, 1985.
- Straus, Martha B. *Violence in the Lives of Adolescents*. New York: W. W. Norton, 1994.
- Sweeney, Daniel S. (Ed.) and Linda E. Homeyer (Ed.). *The Handbook Of Group Play Therapy: How to Do It, How It Works, Whom It's Best For*. San Francisco: Jossey-Bass, 1989.
- Wainrib, Barbara Rubin. *Gender Issues Across the Life Cycle*. New York: Springer, 1992.
- Walsh, Froma (Ed.). *Normal Family Processes* 2<sup>nd</sup> edition. New York: Guilford, 1993.
- Werner, Emmy E. and Ruth S. Smith. *Overcoming the Odds: High Risk Children from Birth to Adulthood*. Ithaca, NY: Cornell University Press, 1992.
- Whitehead, Evelyn and James D. Whitehead. *Christian Life Patterns*. Garden City, NY: Image Books, 1982.

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