



# McMaster Divinity College

## MS 3XF3 THEORIES OF FORMATION: LIVING THROUGH THE STAGES OF LIFE Winter 2019

**Kelvin F. Mutter, Th.D.**  
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**Jan 8 to April 9, 2019**  
**Tuesday 11:00 am – 12:50 pm**

### 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 and 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).

**COURSE FORMAT:** The course objectives will be met through a combination of assigned readings, brief pre-recorded lectures that will be made available on Avenue to Learn, in-class learning activities (e.g., case studies, experiential exercises), research, and personal reflection.

***Doctor of Practical Theology*** students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor to develop an Advanced Elective for this course that fulfills the specific elements required by the DPT program. Once the syllabus for an Advanced Elective has been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. DPT students can proceed with the course as part of their degree program once this application is accepted.

### 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, 5 International Blvd., Etobicoke, ON, M9W 6H3; email - [books@readon.ca](mailto:books@readon.ca); phone - (416) 620-2934; fax - (416) 234-8840. Other book services may also carry these texts.

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

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### All Students:

Balswick, Jack O., King, Pamela Ebstye, & Reimer, Kevin S. *The Reciprocating Self: Human Development in Theological Perspective*, 2<sup>nd</sup> Edition. Downers Grove, IL: IVP Academic, 2016.

Trokan, J. "Stages of the Marital and Family Life Cycle: Marital Miracles." *Pastoral Psychology*, Vol. 46 No. 4 (1998), 281-295.

### MA/PhD Students:

Austrian, Sonia G. (Ed.). *Developmental theories through the life-cycle*, 2<sup>nd</sup> Edition. New York: Columbia University Press, 2008.

Ingram, John A. "Contemporary Issues and Christian Models of Integration: Into the Modern / Postmodern Age." *Journal of Psychology & Theology*, Vol. 23 No. 1 (1995), 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.

##### ***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 develop a theologically informed perspective on human development across the lifespan.
- 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.

##### ***Being***

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

##### ***Doing***

- To communicate in a manner appropriate to the ministry recipient's developmental level.

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

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- To read research articles on human development that are pertinent to one's area of ministry practice.
- To develop a theologically informed perspective on human development across the lifespan.
- 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).

### **Research Degree Students (MA, PhD)**

#### **Knowing**

- To understand human development through a bio-psycho-social-spiritual lens.
- To discern and understand that developmental theories are socially constructed frameworks.
- To discern and understand the relative strengths and shortcomings of at least one developmental theory.

#### **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 the research literature on human development that is pertinent to the student's research and ministry interest.

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- To develop a theologically informed perspective on human development across the lifespan.

### 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 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	Activity
Jan 8, 2019	Introductions and Review of Syllabus <b>In-Class Focus:</b> <i>Introduction to the Course</i>
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:                             <ul style="list-style-type: none"> <li>○ <b>Everyone:</b> Balswick et al., chs. 2-3</li> </ul> </li> </ul>
Jan 15, 2019	<b>In-Class Focus:</b> <i>Integrative Frameworks</i> ‡ (‡ Throughout the semester these in-class sessions will employ case study based learning, skill development, practice exercises, as well as small and large group discussions).
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:                             <ul style="list-style-type: none"> <li>○ <b>Everyone:</b> Balswick et al., chs. 4</li> </ul> </li> </ul>
Jan 22, 2019	<b>In-Class Focus:</b> <i>Organizing Framework: Developmental Theory</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online presentation about doing ethnographic research (Avenue to Learn)</li> <li>• Read:                             <ul style="list-style-type: none"> <li>○ <b>MTS/MDiv</b> - Balswick et al., ch. 5</li> <li>○ <b>MA/PhD</b> - Austrian, ch. 7; Balswick et al., ch. 5</li> </ul> </li> </ul>
Jan 29, 2019	<b>In-Class Focus:</b> <i>Organizing Framework: Social Context</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:                             <ul style="list-style-type: none"> <li>○ <b>MTS/MDiv</b> - Balswick et al., ch. 6</li> <li>○ <b>MA/PhD</b> - Austrian, ch. 2; Balswick et al., ch. 6</li> </ul> </li> </ul>
Feb 5, 2019	<b>In-Class Focus:</b> <i>Infancy</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:                             <ul style="list-style-type: none"> <li>○ <b>MTS/MDiv</b> - Balswick et al., ch. 7</li> <li>○ <b>MA/PhD</b> - Austrian ch. 3; Balswick et al., ch. 7</li> </ul> </li> </ul>
Feb 12, 2019	<b>In-Class Focus:</b> <i>Childhood</i> ‡ <b>Assignment Due:</b> <ul style="list-style-type: none"> <li>○ <b>All Students</b> - Literature Review</li> </ul>
Feb 19, 2019	<b>Reading Week: NO Class</b>

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Date	Activity
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ MTS/MDiv - Balswick et al., ch. 8</li> <li>○ MA/PhD - Austrian ch. 4; Balswick et al., ch. 8</li> </ul> </li> </ul>
Feb 26, 2019	<b>In-Class Focus:</b> <i>Adolescence</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ MTS/MDiv - Balswick et al., chs. 12-13</li> <li>○ MA/PhD - Austrian: pp. 58-59, 107-109, 155-158; Balswick et al., chs. 12-13</li> </ul> </li> </ul>
Mar 5, 2019	<b>In-Class Focus:</b> <i>Moral and Spiritual Development</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ MTS/MDiv - Balswick et al., ch. 9</li> <li>○ MA/PhD - Austrian ch. 5; Balswick et al., ch. 9</li> </ul> </li> </ul>
Mar 12, 2019	<b>In-Class Focus:</b> <i>Emerging Adulthood</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ MTS/MDiv - Trokan article</li> <li>○ MA/PhD - Trokan article</li> </ul> </li> </ul>
Mar 19, 2019	<b>In-Class Focus:</b> <i>Marital &amp; Family Development</i> ‡
	<b>Assignment Due:</b>
	<ul style="list-style-type: none"> <li>○ All Students - Literature Review</li> </ul>
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ MTS/MDiv - Balswick et al., ch. 10</li> <li>○ MA/PhD - Balswick et al., ch. 10</li> </ul> </li> </ul>
Mar 26, 2019	<b>In-Class Focus:</b> <i>Middle adulthood – Early Mid-Life</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> </ul>
April 2, 2019	<b>In-Class Focus:</b> <i>Middle adulthood – Later Mid-Life</i> ‡
Preparation for next class	<ul style="list-style-type: none"> <li>• View online instructional material (Avenue to Learn)</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ MTS/MDiv - Balswick et al., ch. 11</li> <li>○ MA/PhD - Austrian, ch. 6; Balswick et al., ch. 11</li> </ul> </li> </ul>
April 9, 2019	<b>In-Class Focus:</b> <i>Late adulthood</i> ‡
	<b>Assignment Due:</b>
	<ul style="list-style-type: none"> <li>○ MTS/MDiv – Personal Reflection</li> </ul>

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**6. COURSE REQUIREMENTS:**

Assignments	Degree Program		Due Date
<b>Participation</b>	MTS / MDiv	15%	Weekly
	MA / PhD	----	Weekly
<b>Literature Review</b>	MTS / MDiv	30 %	Feb 12, 2019
	MA / PhD	50 %	Feb 12, 2019
<b>Integrative Essay</b>	MTS / MDiv	40 %	March 19, 2019
	MA / PhD	50 %	March 19, 2019
<b>Personal Reflection</b>	MTS / MDiv	15 %	April 2, 2019
	MA / PhD	----	----

**Grading Rubrics:**

- Evaluation categories and the weight given to these categories are provided for each graded assignment.
- A handout describing these categories along with the outcome expectations for each category will be distributed on the first day of class.

*Graded Assignments*

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

*Pedagogical Objectives:*

- Knowledge & Interpretation (knowing / discernment)
- Contextualization (knowing + doing)

These in-class discussions and learning activities are to foster an inclusive dialogue on the assigned readings and topics. Students are requested to adhere to the following guidelines.

- Comments and observations need be 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)**

*Pedagogical 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.

*Professional Degree Students (MTS & MDiv)*

**Due: Feb 12, 2019**

Students enrolled in a professional degree are to prepare a *4000 word (12 pp.) literature review* (includes footnotes and bibliography) relevant to a phase of human development (e.g., infancy,

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childhood, adolescence, emerging adulthood, middle adulthood, late adulthood). Students are to focus their research on a specific aspect of human experience (e.g., death & bereavement; family violence; illness & disability; immigration; learning disorders; mental health; parent-child attachment; separation, divorce & remarriage) and consider its possible effects on an individual's development (e.g., behavioural, biological, cognitive, emotional, gender, moral, sexual, social, and spiritual).

### Grading:

- Knowledge & Interpretation (knowing / discernment) (40 %)
  - Contextualization (knowing + doing) (45 %)
  - Academic Style (15 %)
1. Students in the *Pastoral Studies* specialization will 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. 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.
  2. 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. 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 and reflects theologically on 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.
  3. Students in the *Counselling and Spiritual Care* specialization will submit a literature review focused on a topic of interest as it applies to the work of counselling and spiritual care with individuals within a specific developmental stage. 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.

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**Research Degree Students (MA & PhD)**

**Due: Feb 12, 2019**

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

**Grading:**

- Knowledge & Interpretation (knowing / discernment) (40 %)
  - Contextualization (knowing + doing) (45 %)
  - Academic Style (15 %)
1. Students may submit an integrative literature review (7500 words, includes footnotes and bibliography) that summarizes and reflects theologically on a key theme (e.g., death & bereavement; faith formation; family violence; gender; illness & disability; immigration; learning disorders; mental health; parent-child attachment; separation, divorce & remarriage; sexual orientation) related to a specific developmental stage (e.g., infancy, childhood, adolescence, emerging adulthood, middle adulthood, late adulthood).
  2. Students may submit an integrative literature review (7500 words, includes footnotes and bibliography) that identifies and reflects theologically on 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)**

**Pedagogical Objectives:**

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

**Professional Degree Students (MTS & MDiv)**

**Due: March 19, 2019**

It is expected that the student will build on the knowledge gained from the course. Students are expected to demonstrate how they would apply the insights gained from the *Literature Review* assignment within a ministry context or in the work of counselling and spiritual care.

**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.

**Grading:**

- Contextualization (knowing + doing) (40 %)
  - Performance (doing; i.e., the interview) (45 %)
  - Academic Style (15 %)
1. Students in the *Pastoral Studies* specialization will submit a 5000 word (20 pp.) essay (includes footnotes and bibliography) in which the student reflects on the ministry application of a developmental lens with individuals within a specific developmental stage.
  2. Depending on the option selected for the Literature Review assignment, students in the

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*Christian Worldview* specializations will submit one of the following essays.

- A 5000 word (20 pp. includes footnotes and bibliography) essay in which the student reflects on the ministry application of a developmental lens when seeking to minister to persons within a specific developmental stage
  - A 5000 word (20 pp. includes footnotes and bibliography) essay in which the student uses the article by Ingram to reflect theologically on the assumptions, insights, values of a specific developmental theory.
3. Students in the *Counselling and Spiritual Care* specialization will submit a 5000 word (20 pp. includes footnotes and bibliography) essay in which the student reflects on the counselling or therapeutic application of a developmental lens to working with persons who presenting with the same topic of interest the student focused on in the literature review assignment.

### Research Degree Students (MA & PhD)

**Due: March 19, 2019**

Research 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.

1. A 10,000 word essay (includes footnotes and bibliography) in which the student applies the insights gained from the *Literature Review* assignment within a ministry context or in the work of counselling and spiritual care.

#### Grading:

- Contextualization (knowing + doing) (40 %)
- Performance (doing; i.e., the interview) (45 %)
- Academic Style (15 %)

2. A 10,000 word essay (includes footnotes and bibliography) in which the student uses the article by Ingram to reflect theologically on the assumptions, insights, values of a specific developmental theory.

#### Grading:

- Knowledge & Interpretation (knowing / discernment) (30 %)
- Contextualization (knowing + doing) (25 %)
- Performance (doing; i.e., the interview) (30 %)
- Academic Style (15 %)

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

**Due: April 2, 2019**

All MTS & MDiv students will submit a 1500 word (4 to 5 pp) reflection paper in which the student reflects on how one key insight or lesson they have learned from this course is shaping their perspective on working with others.

#### Grading:

- Knowledge & Interpretation (knowing / discernment) (20 %)
- Contextualization (knowing + doing) (20 %)
- Personal / Professional Formation (being) (50 %)
- Academic Style (10 %)

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## **7. COURSE ADMINISTRATION:**

**College Style for Submission of Written Work:** All written work—unless informed otherwise by the course instructor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site (<https://mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>).

**Statement on Academic Honesty:** Academic dishonesty is a serious offense 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 McMaster University Academic Integrity Policy - <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. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

**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.*** Any written work submitted by email is to be in either MSWord format, "Rich Text Format" (i.e., \*.rtf), or as an Open Office document.

**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 10% 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.

**Cell Phone/Computer Policy:** Students are to refrain from texting or conducting cell phone conversations while the class is in session (this applies to our synchronous (on-line) meetings as well as the intensive week). Should you need to maintain contact with family members and/or your work, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom or the online session. The same policy applies to all computer-generated sound schemes, pagers, or other electronic annunciation systems.

## **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.

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*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*  
*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

Research degree students are expected to include relevant articles drawn 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.
- Blazer, Doris A. (Ed.). *Faith Development in Early Childhood*. Kansas City, MO: Sheed & Ward, 1988.
- 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.
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## Theories of Formation: Living Through the Stages of Life

McMaster Divinity College, Fall 2015

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