

# LIDLAW COLLEGE

*Te Wananga Amorangi*

## 857.715 Human Development Course Assessment and Delivery Outline

**Campus:** Henderson, Manukau and Christchurch  
**Lecturer:** Dr. Ruth A. McConnell

Semester 1, 2015  
NQF Level 7, 15 credits

**Pre-requisites:** none

**Co-requisites:** none

**Delivery:** Henderson Campus: 24 Feb, 3, 10, 17, 24, 31 March, 28 April, 5, 12, 19, 26 May, 2 June

### CONTENT OVERVIEW:

- Human maturation and flourishing: Philosophies & Theologies
- Developing to our fullest potential: Three processes of maturation: emergence, adaptation and integration
- Cultural perspectives on development and flourishing
  - Flourishing across the life stages
  - The Reciprocating Self: Buber, Volf, Balswick
- Historical overview of Developmental Theories: part 1
  - Psychoanalytic & Psychosocial theories: Freud, Erikson, Rogers
  - Behaviourism and learning theories: Pavlov, Skinner, Watson
  - Social-learning (Social-cognitive): Bandura
- Historical overview of Developmental Theories: part 2
  - Cognitive: Piaget, Vygotsky, Kohlberg, Gilligan
  - Contextual: Bronfenbrenner, Maori cultural perspectives
  - Evolutionary perspectives: Lorenz, Bowlby, Rank, Klein
- Developmentalist vs Behaviourist model of maturation (gardeners vs. sculptors)
- Faith across the lifespan: spiritual dimensions of maturity; Fowler's stages of faith.
- Centrality of relationship – Attachment theory and the key questions of life: "Am I lovable?" and "Is the world safe?"
- Understanding Developmental Stuckness: 'we all grow older but we all don't grow up'
- Application to church, classroom and therapy settings

### ASSESSMENT TASKS AND DUE DATES:

#### 1. Life reflection and collage

Due date: June 7<sup>th</sup>

Word count: 2000 + collage

Value: 50%

Learning Outcomes: 1,2 & 4

#### Part 1: Essay

- a) In this essay describe the three processes of maturation (emergence, adaptation and integration) articulated by Gordon Neufeld. Based on your journal/reflections – what signs of emergence, adaptation and integration have you noticed, including your faith journey.

- b) Critically discuss the life stage you are in (according to Erikson's 8 life stage model). What does flourishing look like now for you in terms of setting growth goals for your current life stage?

## **Part 2: collage**

Creatively collage a time-line of your personal history identifying the events that you recognise as being significant, in terms of maturation from birth to present. Clearly highlight the correlation between your experiences, Erikson's theory and Fowler's stages of faith. If there are any events of a sensitive nature in your timeline, you may wish to use symbolism to represent the event.

## **2. Essay: Developmental Theories**

Due date: April 19th

Word count: 1000 word essay

Value: 30%

Learning Outcomes: 2, 4

Bearing in mind that no one theory is universally accepted by all cultures, and no one theoretical position explains all facets of development, write an essay describing at least two of the theoretical perspectives on human development, other than those explored in Assignment 1. Critically evaluate the parts you agree or disagree with in the selected theories, especially focusing from your own cultural perspective.

## **3. Reading & On-line Postings**

Each week students are expected to read the assigned reading (see Course Reader contents page for the weekly listings on Moodle) and write a post on the Moodle forum (under their Tutor Group). The post should give a brief summary or a main point of learning (50-100 words).

- Due Date: weekly for 12 weeks posted on Moodle forum by Sunday midnight
- Value: 20%
- Learning Outcome 1 - 4

## GRADING CRITERIA

### Essay 1:

CRITERIA MET				
Describe the three processes of maturation	Not adequately describing the three processes  (- D -+)	Average descriptions provided  (- C -+)	A good description of the three processes  (- B -+)	Very well written descriptions of the three processes  (- A -+)
Outline signs of emergence, adaptation and integration have you noticed	No insight shown  (- D -+)	Good expression of the processes but little insight on own life  (- C -+)	Good expression of the processes and application to own life  (- B -+)	Very insightful application of the three signs of adaptations to your own life  (- A -+)
Critically discuss the life stage you are in (according to Erikson's 8 life stage model).	Inadequate discussion of the 8 life stages and minimal insight about own life stage  (- D -+)	Average discussion of the 8 life stages and some insight about own life stage  (- C -+)	Good discussion of the 8 life stages and good insight about own life stage  (- B -+)	Well-articulated discussion of the 8 life stages and good insight about own life stage  (- A -+)
Time-line of your personal history identifying the events that you recognise as being significant, in terms of maturation from birth to present.	Lack of creativity in timeline with minimal application to your own life stage  (- D -+)	Average presentation of time line with some application to the 8 life stages  (- C -+)	Good presentation of timeline with adequate application of the 8 life stages  (- B -+)	Creatively presented timeline With good application to the 8 life stages  (- A -+)
Quality of written expression	Not up to tertiary standard  (- D -+)	Good structure but many errors throughout  (- C -+)	High standard but further work needed in: paragraph structure, writing style and editing  (- B -+)	Very high standard: structure, written expression, editing, spelling and style  (- A -+)
Accuracy in referencing (APA) and reference list	Inadequate referencing and/or no reference list Plagiarism detected  (- D -+)	Many inaccuracies in referencing and reference list  (- C -+)	Most referencing accurate  (- B -+)	All referencing and reference list accurate and consistent  (- A -+)
Submitted to Turnitin	YES _____ NO _____			

## 2. Essay: Developmental Theories

CRITERIA MET				
Describing at least 2 theoretical perspectives on human development.	Not adequate description of theoretical perspectives	Average description of two theoretical perspectives	Good description of two or more theoretical perspectives	Very good description of two or more theoretical perspectives – using more than one textbook as a reference
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Critically evaluate the theories from your own cultural perspective.	No cultural reflection displayed and no adequate critique	Average evaluation presented with not much cultural reflection shown	Good critical evaluation presented and insight shown about cultural perspectives	Insightful and well written critical evaluation and insightful cultural reflection presented
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	Not up to tertiary standard	Good structure but many errors throughout	High standard but further work needed in: paragraph structure, writing style and editing	Very high standard: structure, written expression, editing, spelling and style
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Accuracy in referencing (APA) and reference list	Inadequate referencing and/or no reference list Plagiarism detected	Many inaccuracies in referencing and reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## 3. Reading & On-line Postings

CRITERIA MET	
All readings have been read and corresponding posts have been submitted on Moodle forum (12 out of 12)	(- A +)
Most readings have been read and corresponding posts have been submitted on Moodle forum (9 out of 12)	(- B +)
At least half of the readings have been read and corresponding posts have been submitted on Moodle forum (6 out of 12)	(- C +)
Less than half of the readings have been read and corresponding posts have been submitted on Moodle forum (less than 6)	(- D +)

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	30	-
Essay 1 and collage	50	50%
Essay 2	40	30%
Reading log	30	20%
<b>Total for Course</b>	<b>150</b>	<b>100%</b>

## REFERENCES

### Key text

Balswick, J., King, P., and Reimer, K. (2005). *The reciprocating self: Human development in theological perspective*. Downers Grove: IVP.

### Highly recommended

Bird, L. & Drewery, W. (2000). *Human development in Aotearoa*. Auckland: McGraw Hill.

Papalia, D. E., Wendkoks, S. & Feldman, R. D. (2007). *Human Development*. 10<sup>th</sup> Ed. New York: McGraw-Hill.

Neufeld, G. and Mate, G. (newest edition). *Hold on to your kids: why parents matter*. Knopf: Canada.

### Other reading

Aden, L., Benner, D. & Ellens, H. (1992). *Christian perspectives on human development*. Grand Rapids, MI: Baker House.

Baab, L.M. (2002). *A renewed spirituality*. IVP.

Barron, R., Brubaker, J., and Clark, J. (1984). *Understanding people*. ETTA.

Belenky, M.F. et al (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York, Basic Books.

Berk, L. (2001). *Development through the lifespan*. New York: Allyn and Bacon.

Bridger, F. (2001). *Children Finding Faith*, 2nd Edition. London: Scripture Union.

Clinton, T & Sibcy, G. (2002). *Attachments: Why we love, feel and act the way we do*. Brentwood, TN. Integrity.

Clinton, T & Straub, J. (2010). *God Attachment: Why You Believe, Act, and Feel the Way You Do About God*. Simon & Schuster.

- Cully, I. (1978). *Christian Child Development*. NY: Harper.
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- Estep, J. & Kim, J. (eds). (2010). *Christian Formation: Integrating Theology and Human Development*. Nashville, Tennessee: B&H Publishing.
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- Gangel, Kenneth and James Wilhoit. (1994). *The Christian Educator's handbook on Spiritual Formation*. USA: Baker Books.
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- Hauerwas, S. (2003). *Growing Old in Christ*. Eerdmans.
- Hurding, R. (1989). *Understanding Adolescence*. London, UK: Hodder & Stoughton.
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- Levinson, D. (1989). *Seasons of a Man's Life*. NY: Knopf.
- Linn, M., S. Fabricant, & D. Linn. (1988). *Healing the eight stages of life*. New York: Paulist.
- Loder, J. (1998). *The Logic of the Spirit: Human Development in Theological Perspective*. San Francisco, CA: Jossey-Bass.
- Mooney, C. G. (2010). *Theories of Attachment*. Red Leaf press; St. Paul, MN
- Morgan, N. (2005). *Blame my brain: The amazing teenage brain revealed*. Walker Books: London.
- Morss, J. & T. Linzey, eds. (1991). *Growing Up, The politics of Human development*. Auckland: Longman Paul.
- Mourant, M. (1991). *Understanding Teenagers*. Auckland: Collins.

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- Santrock, John W. (2002). *Life-Span Development*. New York: McGraw-Hill, 8<sup>th</sup> ed.
- Sell, C. (1991). *Transitions Through Adult Life*. Grand Rapids: Zondervan.
- Shelly, J. (1982). *The Spiritual Needs of Children*. Downers Grove: IVP, 1982.
- Siegel, D. (1999). *The Developing Mind: How relationships and the brain interact to shape who we are*. New York: Guilford Press.
- Slee, N. (2004). *Women's Faith Development: Patterns and Processes*. Aldershot, Hants: Ashgate Publishing.
- Smith, A. (1998). *Understanding Children's Development: A New Zealand Perspective* (4<sup>th</sup> ed.). Wellington, NZ: Bridget William Books.
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- Stone, L. and J. Church. (1984). *Childhood and Adolescence* (5<sup>th</sup> ed.) NY: Random House, 1984.
- Warner, J. (2005). *Perfect madness: Motherhood in the age of anxiety*. New York: Riverhead Books.
- Whitehead, E & J. (1996). *Christian Life Patterns: The Psychological Challenges and Religious Invitations of Adult Life*. USA: The Crossroad Publishing Co.
- Wilhoit, James and John Dettoni. (1995). *Nurture that is Christian: Developmental Perspectives on Christian Education*. USA: Victor Books.