Pastoral Theology II – (Counseling)
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# Aspects of Human Development

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# Definitions[1]

- **Pastoral Theology**
  - **Pastor: spiritual leader, shepherd, spiritual guide**
  - **Theology:**
    - **Theos: God**
    - **Logos: reason, science, discipline of knowledge**
- **Pastoral Care: the utilization of spiritual guidance for healing, healing, empowerment, and growth. Used with individuals, couples, or groups. Includes personal goals as well as relationships.**

1. *Father Pishoy Salama*

# Definitions

- **Pastoral Counseling**: Is a reparative function when the growth of persons is seriously jeopardized or blocked by crises.

- **Pastoral Psychotherapy**: The utilization of long term, reconstructive, therapeutic methods when growth is deeply diminished by multiple crises (beyond our scope – professional intervention required).

Howard  Clinebell "Basic Types of Pastoral Care and Counselling"

# Approach

- **Secular: assessing and adjusting the psyche, body, mind, and emotions**

- **Christian/Pastoral: include the spiritual dimension in addition the above. Without the spiritual dimension the approach is left lacking.**

# Approach - Examples

- **The woman with a spirit of infirmity (Luke 13)**

- **The man by the Pool of Bethesda (John 5)**

- **Jesus Christ is the ultimate Healer: Luke 4:18-19**

    *"The Spirit of the LORD is upon Me,*
    *Because He has anointed Me*
    *To preach the gospel to the poor;*
    *He has sent Me to heal the brokenhearted,*
    *To proclaim liberty to the captives*
    *And recovery of sight to the blind,*
    *To set at liberty those who are oppressed;*
    *To proclaim the acceptable year of the LORD"*

# Approach – Litany for the Sick

- For You are He who loosens the bound and uplifts the fallen; the hope of those who have no hope and the help of those who have no helper; the comfort of the fainthearted; the harbor of those in the storm.

- All souls that are distressed or bound, grant them mercy, O Lord; grant them rest, grant them refreshment, grant them grace, grant them help, grant them salvation, grant them the forgiveness of their sins and their iniquities.

- As for us also, O Lord, the maladies of our souls, heal; and those of our bodies too, do cure.

- O You, the true Physician of our souls and our bodies, the Bishop of all flesh, visit us with Your salvation.

# Approach

"As a skillful and compassionate physician, heal all such as have wandered in the path of sin; for "they that are whole have no need of a physician, but they that are sick. For the Son of man came to save and to seek that which was lost." (Matt. 9:12) Since you are a physician of the Lord's Church, provide remedies suitable to every patient's unique case. Cure them, heal them by all means possible; restore them sound to the Church."

*Constitution of the Holy Apostles in Thomas Oden "Classical Pastoral Care Vol.*

# A Golden Principle

"They are your children Lord: Some are good, others are evil, others are wasting themselves … they all have one thing in common: They are your children … I am the servant of your children .. I am a servant and have no right to insult or despise any of them, because if I do, I would be insulting you or despising you … I only can serve them, love them, and assure them of your certain promise that you loved them all because it is you who carries the sins of the whole world."

*Fr. Bishoy Kamel*

# Two Different Realms

- **Secular:**
    1. Therapist
    2. Mind, body, and "spirituality"
    3. Person centered
    4. Evidence-based endeavor
    5. Usually no home visits
    6. Making mental & behavioral efforts and exercises
    7. Meditation, sometimes "prayer"
    8. Man is good in essence: repair/patch
    9. Seek happiness of self
    10. Self-empowerment
    11. "Science"

- **Pastoral-Biblical:**
    1. Shepherd (1 Peter 5:2)
    2. Mind, body, Holy Spirit
    3. Holistic approach
    4. Christ-like model
    5. Pastoral visits common
    6. Soul-driven toward training and transformation
    7. Prayer, discipline, sacraments and means of grace
    8. Sin & transgression play a role: repentance and transformation; holiness
    9. Hope and joy in Christ
    10. God's power; miracles happen
    11. Science, spirit, and Spirit

# Approaches

- **Understand and discern the interface between spiritual, mental, and interpersonal**

- **Not every problem is fixed by church leaders – e.g. mental disease.  Referral assistance**

- **Prayer/intercession is not the last resort**

- **The power of empathy**

- **Delegate when needed – e.g. youth leader, influential acquaintance, practical help, etc.**
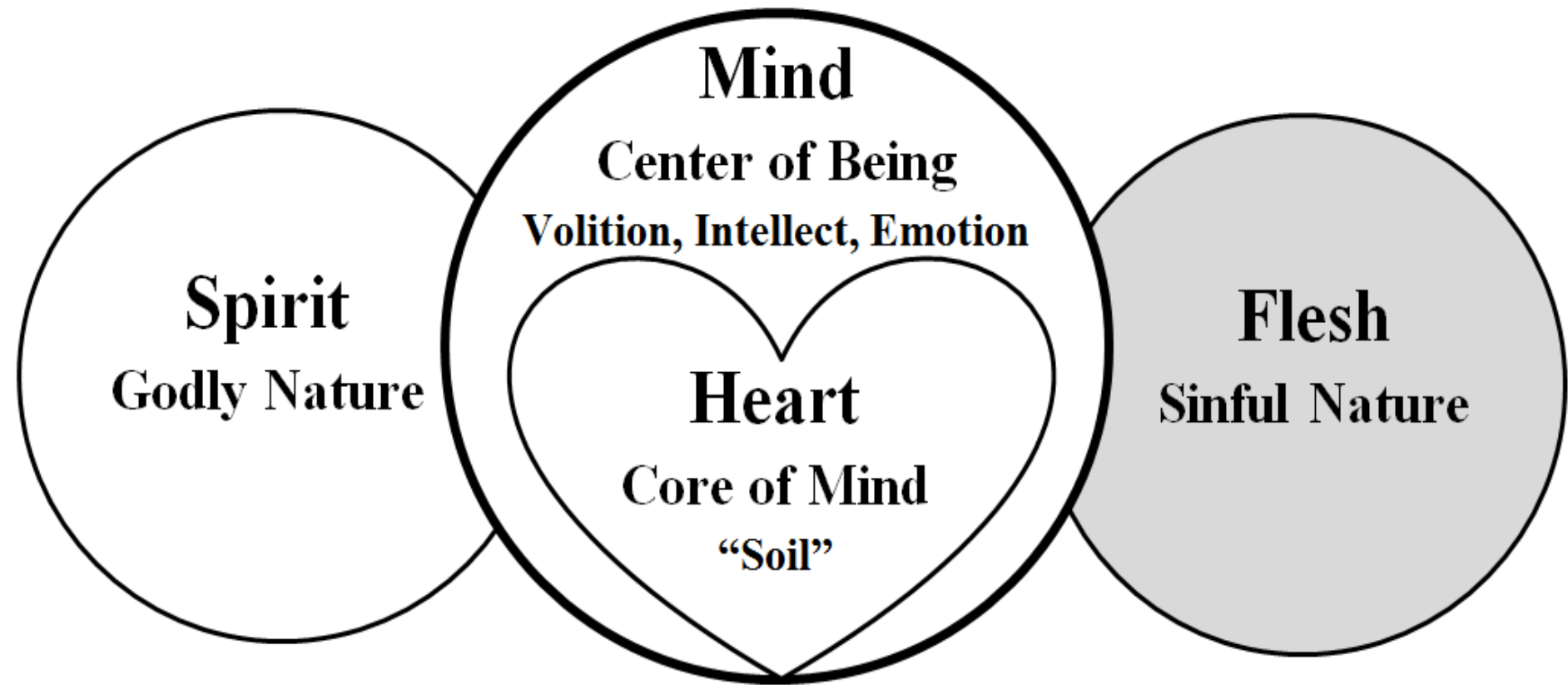
# The Three Dimensions

- **We talk about a "three-dimensional view", which refers to a real-life illustration, that has length, width, and depth.**

- **Likewise, humans have three dimensions – the physical (biological), mental (emotional), and spiritual.  In other words – body, mind, and soul**

- **Each dimension has its qualities, and can be in good shape/status, or in poor shape, or somewhere in between along the spectrum.**

# The "Heart"

- **Symbolically, the heart often refers to the mind - inclinations, love, preferences, emotions, desires, compassion, choices (will), and thoughts:**
  - **Broken heart, heartbreak**
  - **Divided heart, change of heart**
  - **Heavy heart**
  - **Big heart, tender heart, hard heart**
  - **"Stole my heart"**
  - **A matter of the heart**
  - **Thoughts, wisdom of the heart**
  - **Guarding your heart**

# The "flesh"

- **Often used in the Bible to refer to our sinful nature and desires:**
  - **Lust**
  - **Materialism**
  - **Selfishness**
  - **Gluttony**
  - **Anger, bitterness**
  - **Licentiousness, indulgence, poor self-control**
  - **Jealousy, envy, covetousness**
- **The "spirit" (human) often refers to our godly yearning and new nature in Christ**

**Mind**
Center of Being
Volition, Intellect, Emotion

**Heart**
Core of Mind
"Soil"

**Spirit**
Godly Nature

**Flesh**
Sinful Nature

The ideal "healthy" balance is when the Spirit rather than the flesh takes control of the mind-heart

# The Mind and the Body

- **The connection of physical disease and mental illness has been recognized for a long time"**
    - **"Psychosomatic" disorders (psyche = mind/emotion, and soma = body) – [the term is still used although replaced by other terms recently]: physical diseases that have a mental component derived from the stress and strain of everyday living. <u>Both physical & mental elements are present</u>**
    - **"Somatoform" disorders: physical complaints that <u>appear to be</u> medical in origin but that have a mental component, cannot be explained in terms of a physical disease. It is often considered part of "psychosomatic", as it still involves the mind and body, with the origin of the problem mainly in the mind.**

# The Mind and the Body

**Examples:**

– **Depression as an independent risk factor for heart disease or diabetes**

– **Anxiety due to cancer diagnosis**

– **Somatoform types of psychosomatic illness:**

- **Somatization disorder/somatic symptom disorder**
- **Hypochondriasis/illness anxiety disorder**
- **Conversion disorder**

**(Note: the distinction between psychosomatic and somatoform (including somatization and hypochondriasis) has been redefined and changed in the DSM-5)**

# The Third Dimension - Spiritual

- **The spiritual dimension is being increasingly recognized in mental and physical health research, despite strong societal secularism:**
  - **Hospitals, prisons, and the military have chaplains**
  - **The "holistic" approach is recognized by many treatment facilities**
  - **Christian addiction treatment centers are known across the country – please visit C.O.P.E. Triumphant Christian Retreat (Coptic Orthodox Paradise Escape in Florida)**
  - **Research has shown the positive effect of "spirituality" on mental and physical well-being**
  - **It is known that Christian religious beliefs have a protective effect against suicide (usually included in suicide risk assessment questionnaires in healthcare facilities, e.g. VA hospitals)**

# The Power of Spirituality
## Mental Health

- *Advanced meditators show an increase in left-sided cortical activity demonstrated by EEG, lowers levels of cortisol and decreased startle response.*

- *Frequent spiritual practices correlated with low rates of psychopathology.*



Religion, Spirituality, and Depression.  King D *et al*.  Feb 2011

# The Spiritual Dimension - Remarks

- Spiritual factors should not exclude other contributing factors – e.g. physical illness, biochemical disorders, hereditary mental illness

- The supernatural: miracles do happen.  Prayers are answered.  But God is sovereign – He chooses the answer, and He is always right.

- Practical example: patients who choose to isolate (be a 'recluse') get depressed or commit suicide, but solitary Coptic monks give excellent examples of a fulfilled life.

- Christian meditation increases our endurance and acceptance: "Through meditation the desert fathers learned to accept self, others, and any circumstance."  *H.G. Bishop Youssef*

- Numerous examples of faithful Christians demonstrate the power of faith and thanksgiving in raising pain threshold – e.g. in terminal cancer (e.g. Fr. Bishoy Kamel; Fawzia Isshaq)

# Cognitive Behavioral Therapy (CBT)

- "Peace of mind": Everybody wants it. Relief from racing thoughts, irritating images, and sleepless nights.

- CBT: identifying, rectifying, modifying, or nullifying "thought distortions".

- We have it summarized in one verse, written 2000 years ago:

*Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, THINK about these things - Philippians 4:8.*

- Easier said than done? The Holy Spirit can help (James 1:5)

- Christ can deliver us from bitterness, hurts, envy, rehashing arguments in our minds, rehashing hateful inclinations, self-righteousness, and every unclean thought.

# Spiritual Illness

- **Although not directly referred to in these terms, the Bible is clear about its context. "*Where will you be stricken again, as you continue in your rebellion? The whole head is sick and the whole heart is faint.*" (Isaiah 1:5).**

- **Mental illness is not necessarily directly caused by sin, but our sinful nature frequently exposes us to it.**

- **One of the strongest examples of the connection between our sinful nature and mental illness is addictive disorders.**

# Spiritual-Mental Spectrum

- **Unhealthy spiritual status: it is most evident when we are separated from God by our sin or sinful nature (when it takes control).**

- **Our spiritual health can <u>reflect</u> on our mental and emotional status – e.g. mood, anxiety, sleep**

- **Range: from mental/biological (e.g. schizophrenia), to mostly spiritual (e.g. personality traits, anxiety/fear**

- **<u>Examples of destructive strongholds of Satan</u>: bitterness, materialism, selfishness/pride, envy, anger/resentment**

# Spiritual Illness

- The spiritual realm is real – Satan and the demons exist, both by biblical evidence and life experience.
- Levels of demonic influence:
    1. Depression (turmoil, emotional influence)
    2. Oppression (deeper control)
    3. Possession (total control)
- Being "in Christ" and practicing the means of grace is protective against the third (worst) level.
- Fr. Luke Sidaros stated that, in his observation, Satanic manifestations of demonic possession (e.g. convulsions, physical power) are less pronounced in progressive societies, since Satan has his ways through culture and thought.  However, demonic possession has been seen, as described in the Bible, even here in the West.

# "The World"

- **"The world" in the Bible has three meanings:**
    1. **All the people: e.g. "God so loved the world" (John 3:16)**
    2. **This planet, or the universe: e.g. "He has established the world by His wisdom" (Jeremiah 10:12)**
    3. **The system and mindset of this sin-wrecked world: e.g. "Do not love the world or the things that are in the world. (1 John 2:15); "Adulterers and adulteresses! Do you not know that friendship with the world is enmity with God? Whoever therefore wants to be a friend of the world makes himself an enemy of God. (James 4:4). Christ clearly indicated that the "prince/ruler of this world" is Satan (John 12, 14, 16)**

- **The Bible, the teaching of the Church, and commonsense clearly indicate that leading a worldly lifestyle has negative consequences – spiritually, mentally, and practically.**

# "The Heart"

- **In its symbolic way, it refers to our inclinations, volition, preferences, and emotions. It can be influenced by the Spirit or the flesh (sinful nature)**

- **Symbolically, spiritual ill-being is compared to problems with "the heart":**
  - **Hardness of heart: stubbornness: "today if you hear His voice do not harden your heart". (Heb 3:7-8)**
  - **Broken, contrite heart: "A broken and a contrite heart— These, O God, You will not despise". (Ps 51:17)**
  - **Uncleanness of heart: "For out of the heart proceed evil thoughts, murders, adulteries, fornications, thefts, false witness, blasphemies. These are the things which defile" (Matt 15:19)**

# "The Heart"

- **God can:**
  - Heal the heart: "He heals the brokenhearted and binds up their wounds" (Ps 147:3)
  - Change the heart: " I will give you a new heart and put a new spirit within you; I will take the heart of stone out of your flesh and give you a heart of flesh" (Ezekiel 36:26)
  - Create a new heart: "Create in me a clean heart, O God, and renew a steadfast spirit within me." (Ps 51:10)
- **Our part is simply to surrender: give Him our heart ("My son, give Me your heart, and let your eyes observe My ways" – Prov 23:26)**
- **Guarding our hearts: "Keep your heart with all diligence, For out of it spring the issues of life." (Prov 4:23)**

# Example of Spiritual-Mental Illness

**Bitterness:** keeping a grudge and resentment against a friend/family member due to a hurt from the past.

Etiology: direct impact of the powers of darkness: giving in to Satan's attack, and buying into his tools and methods: self-righteousness, self-seeking, envy, hate, and earthly wisdom – biblically termed, "demonic and evil wisdom" (James 3:15)

Pathogenesis: lack of spiritual growth or inadequate daily nourishment results in a stunted spiritual status, leading to immaturity and loss of focus. The person is subsequently unable to "set their minds on things above rather than things on earth" (Col 3:2). Insight becomes impaired – that is, inability to perceive one's weaknesses, flaws, and shortcomings. Inevitably, the person ("Christian") deviates from Christ-likeness.

# Bitterness - Symptoms

- Low frustration tolerance
- Self-pity – "I can't believe he/she would do this to me…"
- Irritability and anger
- Inability to admit one's fault
- Badmouthing, cursing, displaying hatred
- Misinterpreting actions and incidents as bad or ugly toward them (assumptions)
- Dysphoria ("grouchy mood")
- Insomnia
- Lack of interest and enjoyment
- Indulging in pleasurable & addictive behaviors
- Potential impairment of judgment
- In extreme cases: psychosis (including paranoia); violence (physical, verbal, or manipulative)

# Bitterness - Complications

- Loss of peace, and disruption of relationship with God and with family/friends
- Progressively: ailing marriage, separation, divorce
- Addiction (alcohol, drugs, sexual)
- Disturbed children.  "Transmission"  by mouth and action.
- Uselessness of worship: "If you bring your gift to the altar and there remember that your brother [mother, father, friend] has something against you leave your gift there before the altar and go your way. First be reconciled to your brother then come and offer your gift" (Mat 5:23-24)
- Uselessness of prayer: "If I regard iniquity in my heart, the Lord will not hear" (Ps 66:18).  Sins will not be forgiven: "…and forgive us our trespasses *as we forgive those who trespass against us*" (Matt 6:12)
- Communion risk: "Whoever eats this bread or drinks this cup in an unworthy manner will be guilty of the body and blood of the Lord" (1 Cor 11:27)

# Bitterness - Management

- **Diagnosis: may be self-diagnosed - insight is essential.**
- **Counsel from a trusted person is usually necessary – not to complain, but to seek godly advice.**
- **Treatment:**
  - **Confession and repentance. <span style="color:red">Psalm 51</span>. Asking God for healing from the bondage of bitterness.**
  - **Daily seeking God's wisdom in His word**
  - **Daily thanksgiving: antidote for bitterness**
- **The Lord exhorts us: "If it is possible, as much as it depends on you, live peaceably with all men" (Rom 12:18).**
- **Forgiving one another, if anyone has a complaint against another; even _as Christ forgave you_, so you also _must_ do (Colossians 3:13)**

# The Blessings of Forgiveness

- Peace of mind, and of "heart"
- Joy is experienced again
- Freedom: from the slavery of bitterness: "If the son makes you free you will be free indeed" (John 8:34)
- Clarity of mind and thought – return to life! (It is said that bitterness is like drinking poison and expecting the other person to die)
- This is why God emphasized forgiveness:
  - It is the only item He commented on in the Lord's prayer
  - It determines how God will treat us – see the parable of the unforgiving servant (Matt 18:21-35)
  - It determines whether or not we will be forgiven our sins: "But if you do not forgive, neither will your Father in heaven forgive your trespasses." (Mark 11:26)
- <u>Forgiveness is the BEST test of discipleship</u> – because it involves self-denial, which is the main requirement of discipleship (Luke 9:23)

# Human Development & Learning

# Childhood - Infancy

- **Attachment: emotional & psychological connection to the the mother or caregiver**
  - Harry Harlow: infant attachment is not merely the result of feeding
  - John Bowlby: studied early separation of infants from their mothers – showed severe negative effects on children's emotional and intellectual development
  - Mary Ainsworth: the interaction between mother and baby during the attachment period influences the baby's current and future behavior significantly – e.g. anxiety disorders, self-reliance and security
- **Social deprivation syndromes: René Spitz work: separation, rejection can result in developmental disabilities.**
- **Stranger anxiety & separation anxiety:**
  - Stranger/caregiver recognition – clinging, crying
  - Crawling away: infant looks back frequently

# Childhood – Toddler Period

- **Language and cognitive development**
- **Emotional and social development**
- **Gender identity and role**
- **Toilet training**
- **Parenting challenges, "the terrible twos"**
  - **Firmness vs. gentleness.  Training.**
  - **Child seeking affection from parents.  Rivalry.**
  - **Sharing**

# Childhood – Preschool Period

- **Physical, emotional, and cognitive growth**
- **Social behavior.  Friends.**
- **Conscience: sense of "right or wrong"**
- **Sibling rivalry**
- **Imaginary companions**
- **Interactive play.  Autism features may show.**

# Childhood – Middle Years

- Language, cognitive, emotional, social growth
- Hobbies and interests
- "Best friend"
- Gender role development
- First steps in moral values
- Understanding "death" and the soul
- Family stability vs. divorce.  Stepparents.
- Day care centers
- Parenting styles
- Spiritual development:
  - Home: parental model.  Prayer.  Stories.  Bible.
  - Church: guidance. Liturgy & hymns.  Sunday School curriculum.
- ADHD, oppositional defiant disorder, conduct disorder: details beyond our scope.

# I. Theory of Cognitive Development

- Brilliant child
- published paper at age 10
- Received Baccalaureate at age18 and Ph.D. in structural changes at age 21
- 1918, Zurich: studied psychology/clinics
- 1919, Paris, Binet's Lab.: children IQ test
- Consistent pattern to wrong answers
- genetic epistemologist
- Investigated nature, method, & limits of human knowledge
- Philosophy, biology, psychology
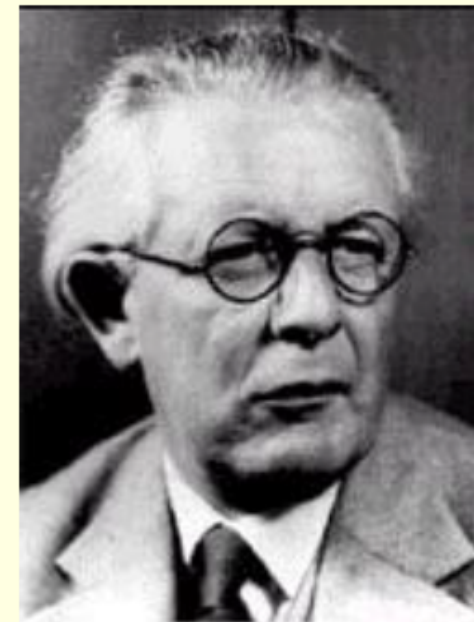
**Jean Piaget**
9 Aug 1896—16 Sept 1980
A short biography of Piaget

# Terms

- **Schema (*pl. Schemata):* Building block of cognitive models to form a mental representation of the world. It is a "unit of knowledge", including knowledge of objects, actions, and abstract concepts.**
- **Equilibration: the process of reconciling "old" knowledge to "new" (unfamiliar) knowledge – resolving the disequilibrium between the "new" and the "old".   It is the force which drives the learning process as we do not like to be frustrated and will seek to restore balance by mastering the new challenge**

# Basic Concepts of Piaget's Theory

- **Adaptation: the process by which the child's mind interacts with the environment:**

- **Consists of two types:**

  - **Assimilation: e.g. child learns about a dog – a four-legged animal.**

  **He then sees a horse, calls it "dog" (according to his "old" knowledge)**

  - **Accommodation: adult corrects the child that it is not a dog – it is a horse. Child adjusts "old" schema, says "horse", learns that not all 4-legged animals are dogs.**

# Piaget's Four Stages of Cognitive Development

The adolescent can reason abstractly and think in hypothetical terms.

**Formal operational (12 years–adult)**

The child can think logically about concrete objects and can thus add and subtract. The child also understands conservation.

**Concrete operational (7–12 years)**

The child uses symbols (words and images) to represent objects but does not reason logically. The child also has the ability to pretend. During this stage, the child is egocentric.

**Preoperational (2–6 years)**

The infant explores the world through direct sensory and motor contact. Object permanence and separation anxiety develop during this stage.

**Sensorimotor (0–2 years)**

# Spiritual Reflection

- **Flesh vs. Spirit: "Do not be conformed to this world, but be transformed [metamorphosis] by the renewal of your mind" (Romans 12:2)**

- **"Old Covenant" economy vs. "New Covenant" (Testament):  e.g. The two disciples traveling to Emmaus:  "And beginning at Moses and all the Prophets, He expounded to them in all the Scriptures the things concerning Himself... Then their eyes were opened and they knew Him; and He vanished from their sight" (Luke 24:27,31)**

# Select Guidelines

- **We are dealing with a very intelligent generation**
- **Growth occurs due to disequilibrium: e.g. teenage struggles with what was learned in childhood.**
- **Each stage needs to be challenged and critiqued as to how this information will apply to my life outside of Church.**
- **H.H. Pope Shenouda on preparing a lesson:**
  - **1. Explain the subject and find out the spiritual lessons in it.**
  - **2. Apply such lessons practically to our lives.**
  - **3. Know the obstacles and disadvantages and how to overcome them.**
  - **4. Revision, questions, and discussion on the subject.**

# Select Guidelines

**Guidelines for dealing with children and youth**

- **Respecting intelligence**
- **Taking seriously every individual**
- **Recognizing the developmental stage and responding to its needs**
- **Starting where they are and moving forward**
- **Difference between a prepared lesson and a prepared teacher**
- **Remember to pray: the Holy Spirit is not a concept!**

# II. Theory of Psychosocial Development

## Erik H. Erikson (1903-1994)

- Born to upper-class family in Germany,
- Met Sigmund Freud in Austria while painting portrait of Freud's daughter
- Taught in new children's school founded by Anna Freud and Dorothy Burlingham (Montessori method)
- Studied child psychoanalysis with Anna Freud Rise of Hitler and moved to Boston
- Boston's first child analyst; Research Associate, Psychiatry--Harvard, Yale (1936-39)
  University of California (1939-51)
  Harvard Medical School (1960)
- Major publications: *Childhood & Society* (1950) basic framework for understanding needs of young people in relation to their world/society
- "Identity Crisis"--a search of the evolving self in young people

# Personality

- *Personality* refers to individual differences in characteristic patterns of thinking, feeling and behaving.

- It affects various aspects of a person's life, including values, attitudes, personal memories, social relationships, habits, and skills

- Personality disorder: a pattern character qualities that manifests in maladaptive (unhealthy) thinking, functioning and behaving - usually manifest by adolescence and causing long-term difficulties in personal relationships or in functioning in society.

# Personality Development

- **Personality development is the gradual formation of a specific pattern of behaviors and attitudes that makes a person distinctive.**

- **It occurs by the ongoing interaction of biological factors (genetic makeup), emotional character, and environment.**

- **It affects how a person interacts with others, deals with stress, makes decisions, and handles life's problems and challenges.**

# Factors Affecting Personality Development

- **Hereditary/constitutional factors**
- **Other biological factors – hormones, neurochemistry**
- **Intelligence (influences adjustment and understanding of challenges)**
- **Gender – obviously affects quality of behavior and thinking**
- **Psychological factors: individual interests, attitudes, perceptions, imagination, mental illness**

# Factors Affecting Personality Development

- **Environmental factors:**
  - **Societal and family environment and culture**
  - **Spiritual factors: faith**
  - **School**
  - **Language**
  - **Self-concept and perception**
  - **Identification (with role models)**
  - **Interpersonal relations**
  - **Economic factors**
  - **Prolonged trauma and stressors (war, disasters, abuse, etc.)**

# Basic Concepts of Erikson's Theory

- **Personality greatly formed in first 6 yrs., but needs lifetime to attain full development (as opposed to Freud's "deterministic" approach, "child is father of the man)**

- **Human Development is the interaction of:**
  - **Soma: body types, sizes, & capabilities**
  - **Psyche: The sense of self, unique personality traits and aspirations**
  - **Ethos: The cultural setting in which the personality develops – could be support or resistance.**

# Erickson's First Four Stages (vs. Freud)

| | Age | | Crisis | Virtue | Description | Freud |
|---|---|---|---|---|---|---|
| **Stage 1** | 0-1 |  | **Trust vs Mistrust** | **Hope** | At this stage babies learn to trust that their parents will meet their basic needs. If a child's basic needs aren't properly met at this age, he or she might grow up with a general mistrust of the world. | Oral |
| **Stage 2** | 2-3 |  | **Autonomy vs Shame & Doubt** | **Will** | As toddlers, children begin to develop independence and start to learn that they can do some things on their own (such as going to the toilet). If a child is not encouraged properly at this age, he or she might develop shame and doubt about their abilities. | Anal |
| **Stage 3** | 4-6 |  | **Initiative vs Guilt** | **Purpose** | As preschoolers, children continue to develop more independence and start to do things of their own initiative. If a child is not able to take initiative and succeed at appropriate tasks, he or she might develop guilt over their needs and desires. | Phallic |
| **Stage 4** | 7-12 |  | **Industry vs Inferiority** | **Competence** | Throughout their school years, children continue to develop self-confidence through learning new things. If they are not encouraged and praised properly at this age, they may develop an inferiority complex. | Latent |

# Erickson's Last Four Stages (vs. Freud)

| | | | | | | |
|---|---|---|---|---|---|---|
| **Stage 5** | 13-19 |  | **Identity vs Role Confusion** | **Fidelity** | When they reach the teenage years, children start to care about how they look to others. They start forming their own identity by experimenting with who they are. If a teenager is unable to properly develop an identity at this age, his or her role confusion will probably continue on into adulthood. | Genital |
| **Stage 6** | 20-34 |  | **Intimacy vs Isolation** | **Love** | During early adulthood most people fall in love, get married and start building their own family. If a person is unable to develop intimacy with others at this age (whether through marriage or close friendships), they will probably develop feelings of isolation. | |
| **Stage 7** | 35-65 |  | **Generativity vs Stagnation** | **Care** | This is the longest period of a human's life. It is the stage in which people are usually working and contributing to society in some way and perhaps raising their children. If a person does not find proper ways to be productive during this period, they will probably develop feelings of stagnation. | |
| **Stage 8** | 65+ |  | **Integrity vs Despair** | **Wisdom** | As senior citizens, people tend to look back on their lives and think about what they have or have not accomplished. If a person has led a productive life, they will develop a feeling of integrity. If not, they might fall into despair. | |

# Culture and Personality

| Culture | Personality |
|---|---|
| Macro, social, group-level construct | Individual differences that exist among individuals within groups |
| Social psychological framework within which individuals reside | Unique constellation of traits, attributes, qualities, and characteristics of individuals within those frames |
| Shared among individuals and transmitted across generations | Not shared among individuals |
| Stable across individuals | Different across individuals |

# Family and Child Development

- **Family factors in child development:**
  - **Family stability**
  - **Adverse events: separation/conflict, divorce, remarriage and step parents, half or step siblings, parent death, etc.**
  - **Day care centers: discrepancy in values, habits, language, etc.**
  - **Parenting styles: strict vs. lenient, engaged or not, temperament, etc.**

# III. Theory of Moral Development

## Lawrence Kohlberg (1927-1987)

Born in 1927, joined merchant marines after high school

- In Cyprus: joined merchant ship, helped smuggle Jews out of Europe into Palestine
- Caught & quarantined
- Question:

How could what is morally right be illegal? What is the justification for disobedience to legitimate authorities?

# Basic Concepts of Kohlberg's Theory

- **Ethical decision making is both CONTENT & STRUCTURE:**
- **Content– knowing *what* is wrong**
- **Structure– knowing *why* it is wrong**
- **Ethics is more than just knowing moral content! Emphasizing content alone leads to <u>3 major errors</u>:**
  - **Morality of simply knowing what is right!**
  - **Moral development is basically learning the rules!**
  - **Human beings can learn their way into higher moral standards!**

# Basic Concepts of Kohlberg's Theory

- **Ethical decision making involves MORAL JUDGMENT or REASONING**
  - **moral judgment / reasoning is the mental PROCESSES in moral decision making**
- **Moral development is growth in moral STRUCTURE, not just moral CONTENT**
- **Example:**
  - **Content: "What" - Plagiarism is wrong, and can result in suspension**
  - **Structure: "Why" – because it is a form of stealing**

# Stages of Moral Development

| Level I | Level II | Level III |
|---|---|---|
| Preconventional | Conventional | Postconventional |
| Egocentric (punishment & reward) | Sociocentric (social acceptance) | Principled (higher principles) |
| Stage 1: Personal consequence "Will I be punished? | Stage 3: Social acceptance "Good boy, nice girl." | Stage 5: Utilitarian social contract "Can we agree on a better way?" |
| Stage 2: Self-interest or Instrumental relativism "What gives me pleasure" "Scratch each other's back" | Stage 4: Law & Order "Follow the rules!" | Stage 6: Universal ethical principle "Is it just?" |

# Biblical Reflection

- **Old Testament (Covenant) Law:**
  - Moral: e.g. the 10 commandments
  - Social: e.g. dealing with debtors, visitors, etc.
  - Ceremonial: sacrifices, feasts, order of worship
- **New Testament (Covenant): through the work of the Holy Spirit in the heart:**
  - Abolished Ceremonial law - having abolished in His flesh the enmity, that is, the law of commandments contained in ordinances (Ephesians 2:15)
  - Principle: "Bear one another's burdens, and so fulfill the law of Christ." (Galatians 6:2)
  - Foundation: <u>Love</u> – "He who loves another has fulfilled the law. For the commandments, "You shall not commit adultery," "You shall not murder," "You shall not steal," "You shall not bear false witness," "You shall not covet," and if *there is* any other commandment, are *all* summed up in this saying, namely, "You shall love your neighbor as yourself." Love does no harm to a neighbor; therefore love *is* the fulfillment of the law" (Rom 13:8-10)

# Application

- **Effective moral education calls for helping children and youth develop the ability to make moral judgments in the situations they face, accept their moral responsibility, and know how to develop a plan for moral actions. Our task is much bigger than delivering the moral content.**
- **Bridging the gap between knowledge and action through free will and the guidance of the Holy Spirit**
- **Not only teaching the "what" but the "why" and the "how"**
- **Building up a moral foundation for a lifetime – a heart after God**

# Theory of Faith Development (James Fowler)

Cautionary points:

- Largely based on observation, study, and deduction. It is a *theory.*

- Valid in connection to other dimensions of development (cognitive, moral, social)

- Does not take into consideration the interplay with the "fruit of the Spirit" (Galatians 5:22)

- Helpful in adjusting teaching to child's capacity at home and in church.

- Examples: St. George, St. Marina (the 'monk'), St. Abanoub, St. Pishoy, Anba Abaam

# Stages of Faith Development

**Stage 6:** Universalizing Faith
*Transforming process*

**Stage 5:** Conjunctive Faith
*Awareness of perspective*

**Stage 4:** Individual/Reflective Faith
*Focus upon personal faith*

**Stage 3:** Synthetic/Conventional Faith
*Commitment to church & leaders*

**Stage 2:** Mythic/Literal Faith: Childhood
*Limited to concrete thinking*

**Stage 1:** Intuitive/Projective Faith: Early Childhood
*Images & Stories*

# Biblical Perspective

- **Faith that <u>grows</u>: as newborn babes, desire the pure milk of the word, that you may grow thereby (1 Peter 2:2)**

- **Faith that <u>shows</u>: that you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world (Phil 2:15)**

- **Faith that <u>knows</u>: and that from childhood you have known the Holy Scriptures, which are able to make you wise for salvation through faith which is in Christ Jesus. (2 Tim 3:15)**

*<u>Note</u>: Knowledge without application is a pitfall: "They [the congregation] don't care how much you know until they know how much you care" (Fr. Michael Sorial)*

# Theological Reflection

- Growth in the faith is essential to every Christian
- Growth in the faith is experiential – individualistic: "People differ from one another in the kind of faith and the degree of faith they have "*As God has dealt to each one a measure of faith*" *(Rom. 12:3).* Some may exaggerate by saying that a person with little faith is not at all a believer. This <u>judgment</u> is against the teachings of the Holy Bible." (H.H. Pope Shenouda III "Life of Faith, Ch. 3")
- We can ask God, with a sincere heart, to increase our faith "And the apostles said to the Lord, "Increase our faith." (Luke 17:5)

# Application

- **Faith is not simply "inherited". It is sown and diligently grown. Family-church soil.**

- **The role of discipleship: not just "preaching", but discipling others (Matt 28:19).**

- **Three dimensions:**
  - **Knowledge: requires "hearing": (Romans 10:17), with discipline and studying**
  - **Conviction: the work of the Holy Spirit**
  - **Obedience: the person's response to the Holy Spirit.**

# Conclusion

- **A human being has several developmental dimensions which have spiritual implications.**
- **The church and the home play a central role in shaping the development**
- **Education about the society, environment, congregation, and personalities is crucial**
- **We, as servants (Christians) have a sacred duty to spread the Gospel and make disciples**
- **Prayer invokes the work of the Holy Spirit, bringing a turning point and spiritual development.**