

GORDON CONWELL THEOLOGICAL SEMINARY - CHARLOTTE
CO610: ADVANCED DEVELOPMENTAL PSYCHOLOGY

Fall 2010

Oct. 14-15; Nov. 11-12; Dec. 9-10

Professor: Maria L. Boccia, Ph.D., D.Min.

PURPOSE:

Advanced Developmental Psychology is an issues-oriented, non-survey course in human development, with primary focus on the clinical implications of developmental phenomena. The content is biased toward the needs and interests of students training for careers in counseling. Biological, cognitive, social, spiritual, and moral development are considered from theoretical and lifespan perspectives as well as practical implications for the counseling setting. This is an advanced course. As such, students are expected to be familiar already with basic ideas in developmental and general psychology

COURSE OBJECTIVES:

- § Demonstrate knowledge about lifespan psychological development and the relationship of developmental psychology to the counseling context
- § Examine personal developmental issues that may influence presentation and treatment of clinical issues
- § Think from an integrated developmental perspective, seeking a balance in terms of cognition, affect, biology, morality, sociality, and spirituality
- § Consider issues of gender and racial/ethnic differences in development

READING REQUIREMENTS:

Textbooks:

Stiles, J. (2008) *The fundamentals of brain development: Integrating nature and nurture*. Cambridge MA: Harvard University Press

Balswick, J.O., King, P.E., & Reimer, K.S. (2005). *The reciprocating self: Human development in theological perspective*. Downers Grove IL: InterVarsity Press.

Santrock, J.W. (2010). *A topical approach to life-span development, 5th edition*. NY: McGraw-Hill Co.

Additional book chapters and journal articles assigned as reading for classes, as listed below in the course schedule.

COURSE REQUIREMENTS:

WRITING ASSIGNMENTS: All writing assignments should be submitted electronically **in the Sakai course assignments area**

REQUIRED READING: 20% of the final grade

In order to be adequately prepared, students are expected to read broadly. In addition to the Balswicks' book and required reading of articles indicated in the class schedule, books may be chosen from the appended bibliography, the bibliographies in the textbooks, or books or articles from the primary literature selected by the students provided they pertain to the topics covered by this course. Santrock may NOT be used for this assignment. It is assigned to ensure adequate exposure to background material at the start of class.

The student will keep account of these readings by means of an annotated bibliography that shall include the following components, using APA style format:

1. Author(s), Title of the book, chapter, or journal article, Publisher and year of publication
2. Number of pages read by source (total pages read should also be tallied on first page)
3. Brief summary of the central ideas and concept presented. Journal articles and book chapters can be summarized in a paragraph (at least 250 words), and books can be summarized in about one page, typed single spaced. Although the core of the grade for this assignment is based on the number of pages read, the nuance (+/-) is based on the quality of the annotation.
4. If the resource was a videotape, indicate a page number equivalency (1 hr = 33 pgs; 6 hr maximum).

Grading criteria for this assignment are:

- 2000 pages = A
- 1600 pages = B
- 1200 pages = C
- <1200 pages = D

Due date: January 9, 2012 submitted electronically in the Sakai course assignments area

CLASS PARTICIPATION: class presentation (30% of grade): These presentations will focus on current issues in developmental psychology which has significant implications for counseling practice. Students will sign up to participate in a group which will present on one of these topics during class. Sign up sheets for these presentations will be available on the first day of class. Students will prepare a handout for the class which contains the content of their presentations, including nature of the issue, etiology, developmental and clinically relevant factors, as well as theological issues, with references, and will distribute these to the class members by posting them in the appropriate Sakai discussion forum by news of Wednesday before the class in which the presentation will be given.

Following the class presentation (**due 1 week afterwards, submitted via Sakai course assignments area**), each student will also turn in a 1-2 page, double spaced, reflective essay evaluating how they went about completing this assignment and comments on what was gained from the experience.

Students will have approximately one hour available for their group's presentation. Students should plan their presentation accordingly, including distribution of responsibility for preparation and presentation. The goal is for each student in the group to have a full and complete understanding of the topic. It, therefore, is assumed that students are working together as a group, and will read all the material related to each portion of the presentation, and not just their own. Furthermore, students will be familiar with the contents of each area of presentation, regardless of whether or not it is their particular component to present. At the end of your preparation, each student will be an expert on this particular topic.

The handout for the class should be provided electronically, by posting it on Sakai in the appropriate Discussion Forum by noon on the Wednesday before the class in which the debate will occur.

Topics from which to choose include:

1. Institutional child care: Positive and negative effects and theological and clinical considerations
2. Short and long-term effects of divorce on children
3. Autism Spectrum Disorders: etiology, developmental progression and treatment
4. Maternal employment and effects on maternal mental health and children's development

5. Violence in schools among children and teenagers, factors contributing to violence including media, and effective reduction of and mitigation of impact on children
6. Bilingual language developments: context, language learning and development process, impact on children, and the controversy over bilingual education
7. Parenting, discipline, punishment and best practices; relationship to abuse, biblical & cultural perspectives
8. Adoption and foster parenting, considerations for placement, short and long-term consequences for children and the question of gay foster and adoptive parents
9. Maternal employment and effects on maternal mental health and children's development
10. Alzheimer's and other dementias: etiology, course of progression of the disorder, impact on the patient and on the care-givers

Grading for this assignment will include criteria related to the quality of the handout provided to the class, the actual class presentation, and the subsequently submitted reflection, as follows:

<input type="checkbox"/>	for the handout:	40 pts total
<	Clarity and accuracy of the content - 10 pts	
<	completeness of all required content, including theological reflection - 20 pts	
<	organization of material - 7 pts	
<	related to and ease of following class presentation - 3 pts	
<input type="checkbox"/>	for the class presentation:	40 pts total
<	Clarity and accuracy of the presentation - 10 pts	
<	completeness of all required content, including theological reflection - 20 pts	
<	organization of students as they present material - 5 pts	
<	creativity in presentation - 5 pts	
<input type="checkbox"/>	for the reflection:	20 pts total
<	on preparation process - 5 pts	
<	on what was learned - 5 pts	
<	on challenges encountered - 5 pts	
<	resources beyond the textbooks - 5 pts	
<input type="checkbox"/>	total for the assignment	100 points

REFLECTION PAPERS: (30% of final grade) Following class (one from each of the second and third weekends of class, **due two weeks after the class in which the presentation was given, submitted via Sakai course assignments area**), each student will also write a 2-page, double spaced, reflective essay on **two** student presentations not their own. These papers should include discussion of at least 3 aspects of the topic which were most critical in shaping your understanding of the issues (6 pts). In addition, some application to clinical practice (2 pts), and personal reflection (2 pts) on a distinctively Christian approach to the issue either developmentally or clinically, should be included.

EXAM: (20% of the final grade) There will be one exam, covering the material in the Santrock textbook, at the start of Friday's class on the first weekend. Since this is an advanced class, it presupposes knowledge of a basic survey class in developmental psychology. Covering the material in Santrock will allow all students to start with this basic survey knowledge. A study guide will be provided one month before the start of class. The licensing exams you will take in order to secure your LPC or LMFT license are all multiple choice tests. I am committed to helping you prepare for these exams by ensuring that you have the opportunity to practice this format in your classes here at GCTS. Therefore, this exam will be a multiple choice test.

GRADING OF WRITING ASSIGNMENTS

Lateness will be penalized 1 point for each day an assignment is late. Excessive or insufficient length will be penalized ½ letter grade per page over/under limits. Failure to use APA format will be penalized ½ to 1 letter grade, depending on the errors. Assistance with correct APA format is available on line at <http://owl.english.purdue.edu/owl/section/2/10/>. Plagiarism is considered a serious academic offense at GCTS. Please note the guidelines at <http://www.indiana.edu/~wts/wts/plagiarism.html>.

ATTENDANCE

Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can choose either to (1) Have five points deducted from your final course grade or (2) Submit an annotation for an additional 500 pages of reading pertaining to course content as well as making up any pertinent assignments related to missed content to be decided by professor.

GRADING:

The student’s final grade in this course is based on class participation, writing assignments and exams, distributed as follows:

- Class presentation: 30%
- annotated bibliography 20%
- 2 reflection papers (15% ea) 30%
- Exam 20%

Projected time budgeted for each aspect of this course:

Course Assignment	Expected Time Commitment (hrs)	Student’s actual time on task
Class attendance	30	
studying for exam on Santrock	15	
Reading	60	
class presentation research & preparation	20	
three reflection papers	10	
total time spent on course	135	

Students will keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed in the last column of the table.

CONTACT INFORMATION:

email:
 office phone: 704-940-5835
 office hours: Thurs afternoons & Fridays
 by appointment

mbo@mail.gcs.edu Gordon-Conwell Theological Seminary
 14542 Choate Circle
 Charlotte NC 28273

CO 610: ADVANCED DEVELOPMENTAL PSYCHOLOGY

COURSE OUTLINE

Weekend 1:

Friday Evening

Exam

Course Introduction

Attachment theory

readings:

1. Mikulincer & Shaver (2007) Chapter 1, *Attachment in Adulthood*.
2. Boccia & Pedersen (2001) Animal models of critical and sensitive periods in social and emotional development. in *Critical Thinking about Critical Periods*.
3. Granqvist, Mikulincer & Shaver (2010) Religion as attachment: Normative processes and individual differences. *Personality and Social Psychology Review 14(1)*, 49–59.
4. Miner (2007). Back to the basics in attachment to God: Revisiting theory in light of theology. *Journal of Psychology and Theology 35*, 112-122.

Saturday Morning

Attachment theory, continued, Introduction to Developmental Neuroscience

Saturday Afternoon

Developmental Neuroscience, continued

readings:

Stiles, J. (2008) *The fundamentals of brain development*

Weekend 2:

Friday Evening

Discussion of Human Development in Theological Perspective:

readings:

The Reciprocating Self, Balswick, King & Reimer

Saturday Morning

Social and emotional development, and temperament

readings:

1. Campos et al (1983) Socioemotional development. In Mussen. *Handbook of child psychology*.
2. DePauw & Mervielde (2010). Temperament, personality and developmental psychopathology: A review based on the conceptual dimensions underlying childhood traits. *Child Psychiatry & Human Development*. 41, 313-329.
3. McAdams & Olson (2010). Personality development: Continuity and change over the life course. *Annual review of psychology 61*, 517-542.
4. view video at: http://www.fpg.unc.edu/~abc/FPG_ABC-video.cfm

Student presentations:

§ institutional child care: Positive and negative effects and theological and clinical considerations

§ Short and long-term effects of divorce on children

Saturday Afternoon

Mental retardation and developmental disabilities readings:

1. Dawson & Bernier (2007) Development of social brain circuitry in autism. *Human Behavior, learning and the developing brain: Atypical development*, Coch, Dawson & Fischer
2. Chapters 1 & 3, *Understanding Mental Retardation*, Ainsworth & Baker.
3. Chapters 3 & 4, *Mental Retardation*. Baroff.

Student presentations

- \$ Autism Spectrum Disorders: etiology, developmental progression and treatment
- \$ Maternal employment and effects on maternal mental health and children's development

Weekend 3:

Friday Evening

Adolescence readings:

1. Spear (2007) Brain development and adolescent behavior, *Human Behavior, learning and the developing brain: Typical Development*, Coch, Fischer & Dawson
2. Romer (2010) Adolescent risk taking, impulsivity, and brain development: Implications for prevention. *Developmental psychobiology* 52, 263-276.

Student Presentations:

- \$ Violence in schools among children and teenagers, factors contributing to violence including media, and effective reduction of and mitigation of impact on children
- \$ Bilingual language developments: context, language development process, impact on children, and the controversy over borrowing will education

Saturday Morning

Parenting readings:

1. Darling & Steinberg (1993) Parenting style as context: An integrative model. *Psychological Bulletin* 113, 487-496
2. Baumrind (1975) The contributions of the family to the development of competence in children. *Schizophrenia Bulletin*, 1, 12-37.
3. Palkovitz (1996) Parenting as a generator of adult development: Conceptual issues and implications. *Journal of social and personal relationships* 13: 571-592.

Student Presentations:

- \$ Parenting, discipline, punishment and best practices, relationship to abuse, biblical & cultural perspectives
- \$ Adoption and foster parenting, considerations for placement, short and long-term consequences for children and the question of gay parents

Saturday Afternoon

Adulthood and Aging

readings:

1. Adulthood and aging section in *Current Directions in Developmental Psychology*, Lerner & Alberts

Student Presentations:

- \$ Maternal employment and effects on maternal mental health and children's development
- \$ Alzheimer's and other dementias: etiology, course of progression of the disorder, impact on the patient and on the care-givers

ADDITIONAL READING RESOURCES:

- Ainsworth & Baker. (2004). *Understanding Mental Retardation*, University Press of Mississippi.
- Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). *Patterns of attachment*. Hillsdale, NJ: Erlbaum.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Baroff. (1999). *Mental Retardation*. Routledge Publ.
- Bailey, D., Bruer, J.T., Symons, F.J., & Lichtman, J.W. (2001). *Critical thinking about critical periods*. Baltimore MD: Paul H. Brookes Publishing Company.
- Belenky, M., Clinchy, B., Goldberger, N., Tarule, J. (1997). *Women's ways of knowing: The development of self, voice, and mind*. New York, NY: Basic Books.
- Bowlby, J. (1990). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.
- Bowlby, J. (1982). *Attachment*. New York, NY: Basic Books.
- Bowlby, J. (1973) *Separation: Anxiety & anger*. New York, NY: Basic Books.
- Bowlby, J. (1980) *Loss: Sadness & depression*. New York, NY: Basic Books.
- Bridges, R.S. (Ed) (2008) *Neurobiology of the parental brain*. New York:Elsevier.
- Coch, D., Fischer, K.W., & Dawson, G. (2007). *Human Behavior, Learning, and the Developing Brain: Typical Development*. NY: The Guilford Press.
- Coch, D., Dawson, G., & Fischer, K.W. (2007). *Human Behavior, Learning, and the Developing Brain: Atypical Development*. NY: The Guilford Press.
- Colin, V.L. (1996). *Human attachment*. New York: McGraw-Hill
- Croft, C. (2010) *The six keys: Strategies for promoting children's mental health in early childhood programs*. Farmington, MN: sparrow media group.
- Damon, W. & Lerner, R.M. (2008). *Child and Adolescent Development: An Advanced Course*. NY: John Wiley & Sons, Inc.
- Davidson, R.J., Sherer, K.R., Goldsmith, H.H. (Eds.). (2009). *Handbook of affective sciences*. Oxford University press.
- Davies, D. (2004). *Child Development: A Practitioner's Guide, Second Edition*. NY: the Guilford Press.
- Eliot. L. (1999). *What's Going on In There?* NY: Bantam Books

- Elkind, David. (1998) *All grown up and no place to go, revised edition*. New York, NY: Da Capo Press.
- Erikson, E. H. (1963). *Childhood and society*. New York, NY: Norton.
- Also:
- 1959 *Young man Luther*. New York, NY: Norton.
 - 1968 *Identity: Youth and crisis*. New York, NY: Norton.
 - 1969 *Ghandi's truth*. New York, NY: Norton.
 - 1980 *Identity and the life cycle*. New York, NY: Norton.
 - 1982 *The life cycle completed*. New York, NY: Norton.
- Erikson, E., Erikson, J. M. & Kivnick, H.Q. (1986). *Vital involvement in old age*. New York, NY: Norton.
- Fowler, J. (1981). *Stages of faith: The psychology of human development and the quest for meaning*. San Francisco, CA: Harper & Row.
- Fowler, J. (1984). *Becoming adult, becoming Christian*. New York, NY: Harper & Row.
- Fraiberg, SH (1959). *The magic years: Understanding and handling the problems of early childhood*. NY: Charles Scribner's Sons.
- Freud, S. (1953-1956). *The standard edition of the complete psychological works of Sigmund Freud*. London: Hogarth Press Original dates of publication:
- (1900). *The interpretation of dreams*. Volumes 4 and 5.
 - (1901). *The psychopathology of everyday life*. Volume 6.
 - (1916). *The introductory lectures on psychoanalysis*. Volumes 15 & 16.
- (With Breuer: 1895- *Studies on hysteria* Breuer and Freud)
- Gazelle, H. & Rubin, K.H. (Eds.) (2010). *Social anxiety in childhood: bridging developmental and clinical perspectives*. Special issue of *New Directions for Child and Adolescent Development*, number 127. NY: Wiley periodicals, Inc.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Gilligan, C., Ward, J.V., & Taylor, J. M. (1988). *Mapping the moral domain*. Cambridge, MA: Harvard University Press.
- Hersch, P. (1999). *A tribe apart: A journey into the heart of American adolescence*. New York, NY: Ballantine.
- Hersch, P. (2006). *The hurried child*. New York, NY: Da Capo Press.
- Hetherington, E.M. & Kelly, J. (2002). *For better or for worse, divorce reconsidered..* New York, NY: W.W. Norton & Company.
- Howe & Strauss. (2000). *Millenials Rising*, Vintage Books.

- Kagan, J. (2010). *The temperamental thread: how genes culture, time and luck make us who we are*. NY: the Dana foundation, Dana press.
- Kagan, J. (2007). *What is emotion?: History, measures, and meanings*. New Haven, CT: Yale University press.
- Kagan, J. (2002). *Surprise, uncertainty, and mental structures*. Cambridge, MA: Harvard University press
- Kagan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.
- Katz, M. (1997) *On playing a poor hand well: Insights from the lives of those who have overcome childhood risks and adversities*. . New York, NY: W.W. Norton & Company.
- King, P.M. & Kitchener, K.S. (1994). *Developing reflective judgment*. San Francisco, CA: Jossey-Bass.
- Kline, F. & Fay, J. (1990). *Parenting with love and logic: Teaching children responsibility*. Colorado Springs, CO: Pinon Press.
- Kohlberg, L. (1981). *The philosophy of moral development: Essays on moral development*. New York, NY: Harper & Row.
- Kohnstamm, G.A., Bates, J.E. & Rothbart, M. (1995) *Temperament in Childhood*, NY: John Wiley & Sons.
- Lerner, J & Alberts, A.E. (2004). *Current Directions in Developmental Psychology*. Upper Saddle River, NJ: Pearson, Prentice Hall.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. (Editors). (2005). *Applied Developmental Science: An Advanced Textbook*. Thousand Oaks, CA: Sage Publications.
- Levinson, D. (1978). *The seasons of a man's life*. New York, NY: Ballantine.
- Levinson, D. (1996). *The seasons of a woman's life*. New York, NY: Alfred A. Knopf.
- Loevinger, J. (1976). *Ego development*. San Francisco, CA: Jossey-Bass.
- Mahler, M.S. et al. (1975). *The psychological birth of the human infant*. New York, NY: Basic Books.
- Mikulincer & Shaver (2007). *Attachment in Adulthood*. NY: The Guilford Press
- Miller, A. (1996). *Prisoners of childhood: The drama of the gifted child and the search for the true self*. New York, NY: Basic Books.
- Miller, J.B. (1984) *The development of women's sense of self*. Wellesley, MA: Wellesley Centers for Women.
- Northrup, C. (2001). *The wisdom of menopause: Creating physical and emotional health and healing during the change*. New York, NY: Bantam Dell.
- Piaget, J. (1926). *The language and thoughts of the child*. New York, NY: Hartcourt, Brace.
Also:
1928 *Judgment and reasoning in the child*. New York: Hartcourt, Brace.

1929 *The child's conception of the world*. New York: Hartcourt, Brace.
1950 *The psychology of intelligence*. New York: Hartcourt, Brace.
1970 *Psychology and epistemology: Towards a theory of knowledge*.
Hammondsworth, England: Penguin.
1974 *The equilibrium of cognitive structures*. Chicago: University of Chicago
Press.

Piaget, J. & Inhelder, B. (1973). *Memory and Intelligence*. London: Routledge

Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York, NY: Ballantine.

Rest, J., Narvaez, D., Bebeau, M.J., & Thomas, S.J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Mahwah, NJ: Lawrence Erlbaum.

Rothbart, M. (2011). *Becoming who we are: temperament and personality and development*. NY: The Guilford Press.

Rubin, K.H., Copelan, R.J. (Eds.). (2010). *The development of shyness and social withdrawal*. NY: The Guilford Press.

Schultze Q (1994) *Winning Your Kids Back from the Media*. InterVarsity Press.

Schuckit, M.A. (2005). *Drug and Alcohol Abuse, Sixth Edition*. NY: Plenum Medical Book Company.

Sheehy, G. (1976). *Passages: Predictable crises of adult life*. New York, NY: Dutton.; or
Sheehy, G. (1996) *New passages: Mapping your life across time*. New York, NY: Ballantine Books.
Sheehy, G. (1992). *The silent passage: Menopause*. New York, NY: Random House.

Skinner, E.A., Zimmer-Gembeck, M.J. (Eds.) (2009). *Coping and the Development of Regulation: New Directions for Child and Adolescent Development*, No 124 NY: Wiley periodicals, Inc.

Skinner, B.F. (1974). *About Behaviorism*. New York, NY: Vintage.

Sperling, M.B. & Berman, W.H. (Eds.). (1994). *Attachment in adults: clinical and developmental perspectives*.
New York: The Guilford Press.

Stern, D. (2000). *The interpersonal world of the infant: A view from psychoanalysis and developmental psychology*. New York, NY: Basic Books.

Surrey, J.L. (1985). *The "self-in-relation": A theory of women's development*. Wellesley, MA: Wellesley
Centers for Women

Underwood, M.K., & Rosen, L.H. (2011). *Social development: relationships in infancy, childhood, adolescence*. NY: the Guilford Press.

Vaillant, G. (2002). *Aging well: Surprising guideposts to a happier life from the landmark Harvard study of adult development*. Boston, MA: Little, Brown.

Van Leeuwen, MS (1990). *Gender and grace: Love, work and parenting in a changing world*. Downers Grove IL: InterVarsity Press.

Wallerstein, J.S., Lewis, J.M., & Blakeslee, S. (2000). *The unexpected legacy of divorce: A 25 year landmark study*. New York: Hyperion.

Walsh, F. (2006). *Strengthening Family Resilience, Second Edition*, NY: the Guilford Press

Winnicott, D.W. (1957). *Mother and child: A primer of first relationships*. New York, NY: Basic Books.

Winnicott, D.W. (1958). *Collected papers: Through pediatrics to psycho-analysis*. New York, NY: Basic Books

Winnicott, D.W. (1990). *Babies and their mothers*. Reading, MA: Perseus Press.

eBooks available through GCTS Netlibrary:

Brauth, S.E. (1991). *Plasticity of Development* MA: MIT Press.

Belle, D. (1999). *After-school lives of children: Alone and with others while parents work*. NJ: Lawrence Erlbaum Assoc, Inc.

Berry, D.B. (1998). *The domestic violence source book*. NTC Contemporay.

Elman, J.L. (1996). *Rethinking innateness: A connectionist perspective on development*. MA: MIT Press.

Hetherington, E.M. (1999). *Coping with divorce, single parenting, and remarriage: a risk and resiliency perspective*. NJ: Lawrence Erlbaum Assoc, Inc.

Osterweis, M, Solomon, F. & Green, M. (1984) *Bereavement: Reactions, consequences, and care*. Washington DC: National Academies Press.

Wellman, H.M. (1990). *The child's theory of mind*. MA: MIT Press.

Electronic Resources

Search for research articles using Library resources such as PsychArticles accessible via the library database page at http://www.gordonconwell.edu/library/library_databases or PubMed at <http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?DB=pubmed>

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Pablo Polischuk. Gordon Conwell Theological Seminary. 4.8. Â· PhD in Clinical Psychology. Contact. About. Network. Projects 1. Research 15. About.Â Gordon Conwell Theological Seminary. Hamilton, United States. Position. George F. Bennett Professor of Psychology and Counseling. Network. Cited. View All. Harold Koenig. Duke University Medical Center. James L Mcclelland.