

MA in Development Studies 2010-2011 - Human Development

1. **Course Title:** Human Development

2. **Facilitator:** Eimear Burke

3. **Programme - MA in Development Studies**

4. **Aim of Course** This course is designed for development workers working with both communities and individuals. The aim is to furnish participants with the skills and knowledge to engage in a meaningful way with others so as to help enhance their human development and so become more effective in their development work.

5. **Course Content** Human development will be studied from both an indigenous and a modern perspective. Emphasis will be placed on basic communication and relationship-building skills as central to human development

- Listening Skills;
- Basic Helping/ Relationship-building Skills;
- Assertiveness Skills;
- Self-awareness;
- Theories of Human Development:
 - Carl Rogers: Client-Centred Therapy
 - Malidoma Patrice Somé: Healing Wisdom of Africa

6. **Approach and Methodology** This is a skills-based course. Using an experiential learning approach, the students will be provided with opportunities to explore how they can apply these skills in a transcultural context. Through exercises and small group discussions students will be offered an opportunity to explore factors in their own personal development. Students will be expected to reflect on and to share their own experiences.

7. **Learning Outcomes** *At the end of this course participants will be able to maximise their capacity to:*

- Have an understanding of how people develop from an indigenous and a modern perspective;
- Develop healthy interpersonal relationships;
- Communicate more clearly with others;
- Apply relationship-building skills to their work;
- Assert themselves in variety of situations;
- Have greater self-awareness

8. **Assessment**

8.1 **Continuous Assessment**

Description of Continuous Assessment Students are asked to write a personal learning journal during the academic year. They are asked to present an oral summary of their journal at an interview taking 20 minutes, highlighting their personal challenges which will include interpersonal relationships, communications, and assertiveness, while attending the course, how they managed them and what they discovered about themselves in the process.

- **Rationale for using this form of assessment** This exercise provides the students with an opportunity to reflect on their own personal development and to become more self-aware. It allows them an opportunity to apply what was covered in the course to their own life experiences. An oral presentation allows for a more flexible exploration of the student's personal learning.
- **Criteria used for grading the assessment:** Student's ability to be perceptive and discerning in their reflection on their own experience in an open honest way and to be self-aware in terms of their own personal development
- Student's ability to communicate in an articulate and coherent fashion.
- If the learner can show an ability to reflect on his or her experiences during the academic year and on what she or he learned or discovered about him or herself personally then the examiner can determine if the learning outcomes have been met.

8.2 Summative or Final Assessment

- **Description of Assessment** Students are asked to write an essay paper on theories of Human Development
- **Rationale for using this form of assessment** To allow the student an opportunity to demonstrate a clear understanding of two different theories of Human Development
- **Criteria used for grading the assessment** Student must provide a clear understanding of the two theories and to show an ability to critique the theories, to compare and contrast them and to reflect on their relevance to her or his own work experience in development.
- KDSC Guidelines of Marking are used, that is in terms of key issues presented, evidence of reading and analysis, overall content and presentation.

9. Reading List

Corsini, R.J. & Wedding, D. (1989) *Current Psychotherapies*. Illinois: ITASCA: Chapter 5. Person-Centred Therapy. Nathaniel J. Raskin & Carl R. Rogers.

Egan, G. (1994) *The Skilled Helper*, Monterey: Brooks/Cole.

Gilbert, J. (2005) "Self-knowledge is the prerequisite of humanity": personal development and self-awareness for aid workers. *Development in Practice*, Volume 15, Number 1 February 2005.

Hall, J. & Hammond S. What is Appreciative Inquiry? Thin Book Publishing co. (Photocopy in the Library)

Hammond, S. (1996). *The Thin book of Appreciative Inquiry*, CCS Publishing Co.

Hough, M. (2003) *Counselling Skills and Theory*, Hodder & Stoughton. Chapter 5: Phenomenological and humanistic approaches.

Macy, J. (2008) *Coming Back To Life: Practices to Reconnect Our Lives, Our World*. New Society Publishers. Canada

Somé, M.P. (1999) *The Healing Wisdom of Africa*, London: Thorsons

Somé, M.P. (1995) *Of Water and The Spirit*, New York: Penguin/Arkana

Somé, M.P. (1996) *Ritual: Power, Healing and Community*, Bath: Gateway Books

Additional Readings

Douglas-Klotz, N (2005) *Missing stories: psychosis, spirituality and the development of western religious hermeneutics*. In Clarke, I, (Ed.) (2005) *Psychosis & Spirituality: Exploring the new Frontiers*, London: Whurr Publishers.

Frankl, V (2004) Man's Search for Meaning.

Hartmann, T (1999) *The Last Hours of Ancient Sunlight*, Hodder & Stoughton

Hoff, B. (1998) The Tao of Pooh. London: Methuen.

Hoff, B. (1998) The Te of Piglet. London: Methuen.

Hollick, M (2006) From Information to Wisdom. *Network Review, Journal of the Scientific and Medical Network*. Summer 2006, No. 91.

Lindenfield, G.: Assert Yourself. Thorsons.

Mathys, M. Absence and shame: a cross-cultural encounter. British Gestalt Journal, 1995, Vol. 4, No 2, 101-106.

Rogers, C. (1981) Client-Centred Therapy. London: Constable.

Rogers, C. (19) On Becoming a Person.

Sharry, J, et al (2001) Becoming a Solution Detective. London: BT Press.

Sharry, J. (2001). Solution-focused Groupwork. London: Sage Publications.

Smith, M.J.: When I Say No, I feel Guilty. Bantam Books.

Tacey, D. (2006) Spirituality and the Future of Health. Network Review, Journal of the Scientific and Medical Network. Summer 2006, No. 91

Taylor, James, Establishing Developmental Relationships. Photocopy in Library.

Tobert, N. The Polarities of Consciousness. In Clarke, I, (Ed.) (2005) Psychosis & Spirituality: Exploring the new Frontiers. London: Whurr Publishers.