

**Course Syllabus**  
**KNP1443HF – Human Growth and Spiritual Journey**  
**Knox College**  
**Toronto School of Theology**  
**Fall 2024**

***Instructor Information***

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Instructor: Rev. Konnie Vissers, PhD Candidate (ABD)

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Office Hours: by appointment

***Course Identification***

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Course Number: KNP1443HF

Course Format: *Online*

Course Name: Human Growth and Spiritual Journey

Course Location: Zoom

Class Times: Thursday 10:00 am-1:00 pm

Prerequisites: N/A

***Course Description***

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Human Growth and Spiritual Journey surveys the major psychological and spiritual theories of human development from historical up to post-modern. This course engages with the themes of spiritual journey as well as human psychological development from birth through to death. The course considers the major historical and contemporary theories of development through the life stages: infancy, early childhood, school age, adolescence, young adulthood, adulthood, and older adulthood; and looks at how classic and contemporary theories of human development apply to each stage of life. Students will gain an understanding of the various theories and be able to engage in thoughtful critique of theories in order to better understand how theories might/might not apply to all people at all times. Particular attention will be paid to post-modern theories which privilege social location and “micro” thinking about more specific groups of people/and the individual over and against classic theories which considered life stages to be true more universally.

***A note about “trigger” warnings:*** You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own

self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter.

In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

## **Course Resources**

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### **Required Course Texts/Bibliography**

- Capps, Donald. *The Decades of Life: A Guide to Human Development*. Louisville: Westminster John Knox Press, 2008. (Text may be purchased on Amazon or borrowed from library).
- Erikson, Erik and Joan Erikson. *The Life Cycle Completed: Extended Version*. New York: W.W. Norton & Company, 1997. (Text may be purchased on Amazon or borrowed from library).
- Gollnick, James. *Religion and Spirituality in the Life Cycle*. New York: Peter Lang, 2008. (Text may be purchased on Amazon or borrowed from library).
- Thomas, R. Murray. *Recent Theories of Human Development*. Thousand Oaks: SAGE Publications, 2001. (Text may be accessed on U Toronto digital library).

A note about the four texts above: Please do not feel the need to purchase all of these. The Thomas text is available in full online. The Gollnick text is a bit pricy and available at multiple U of T libraries. The Erikson text is a classic and nice to have on your shelf (and under \$20 on amazon). And the Capps text I would recommend sharing if possible. Because it is older, it is harder to come by and more expensive (about \$40). I would recommend sharing a copy with a friend(s) or borrowing from the library. I will try to place copies of all of these on hold at the Knox library as well for use each week. All additional readings are available via Quercus.

### **Articles available through Quercus:**

Alexander, Joanne H, Jane E.M. Callaghan, & Lisa C. Fellin. “Genograms in Research: Participants’ Reflections of the Genogram Process,” *Qualitative Research in Psychology* 19, no. 1, (2022): 91-111.

Bloom, Paul. “The Moral Life of Babies” in *Just Babies: The Origins of Good and Evil*. New York: Broadway Books, 2013, pp 7-32.

Fowler, James. “Stages in Faith Consciousness,” *New Directions for Child and Adolescent Development* 1991, no. 52, (1991): 27-45.

Garcia, John L. “Freud’s Psychosexual Stage Conception: A Developmental Metaphor for Counselors,” *Journal of Counselling and Development* 73, no. 5, (1995).

Grusec, J. “Social Learning Theory and Developmental Psychology: Legacies of Robert Sears and Albert Bandura.” *Developmental Psychology*, 38, (1992): 776-786.

Harris, Kathleen Mullan, Thomas W. McDade, “The Biosocial Approach to Human Development, Behavior, and Health Across the Life Course,” *Russell Sage Foundation Journal of the Social Sciences* 4, no. 4, (2018), 2-26.

James, William. "Religion and Neurology" in *Varieties of Religious Experience: A Study in Human Nature*. Centenary Edition. London: Routledge, 2002, pp 8-25.

Jung, C.G. "The Stages of Life," In *The Collected Works of C.G. Jung: Structure and Dynamics of the Psyche, Volume 8*. ed Sir Herbert Read, Michael Fordham, Gerhard Adler, William McGuire. Princeton: Princeton University Press, 1960, 387-403.

Levine, Shellie. "Children's Cognition as the Foundation of Spirituality," *International Journal of Children's Spirituality* 4, no. 2, (1999): 121-140.

Mercadante, Linda. "Spiritual Struggles of Nones and 'Spiritual but Not Religious' (SBNRs)," *Religions* 11, no. 513, (2020).

Mercer, Joyce Ann. "Children as Mystics, Activists, Sages, and Holy Fools: Understanding the Spirituality of Children and Its Significance for Clinical Work," *Pastoral Psychology* 54, no. 4, (2006).

Miller, Lisa. *The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving*. New York: Picador, 2015, pp 207-268.

Piaget, Jean. "Part I: Elementary Sensorimotor Adaptations," In *The Origin of Intelligence in the Child*. New York: Routledge, 1953.

### **Course Website**

Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students experiencing difficulties accessing Quercus should contact the registrar's office of their college.

### **Course Schedule (subject to change)**

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#### **Week 1 Introduction to Human Growth and Spiritual Journey, Freud**

*Thursday, September 12*

*Readings:*

- Gollnick, *Religion and Spirituality in the Life Cycle*, Introduction, 1-14.
- Garcia, John L. "Freud's Psychosexual Stage Conception: A Developmental Metaphor for Counselors," *Journal of Counselling and Development* 73, no. 5, (1995).

#### **Week 2 Classical Theories of Development, Jung**

*Thursday, September 19*

*Readings:*

- Gollnick, *Religion and Spirituality in the Life Cycle*, ch. 1.
- James, William. "Religion and Neurology" in *Varieties of Religious Experience: A Study in Human Nature*. Centenary Edition. London: Routledge, 2002, pp 8-25.
- Jung, C.G. "The Stages of Life," In *The Collected Works of C.G. Jung: Structure and Dynamics of the Psyche, Volume 8*. ed Sir Herbert Read, Michael Fordham, Gerhard Adler, William McGuire. Princeton: Princeton University Press, 1960, 387-403.

#### **Week 3 Classical Theories of Development, Erikson and Beyond**

Thursday, September 26

Readings:

- Erikson, Erik and Joan Erikson. *The Life Cycle Completed: Extended Version*. New York: W.W. Norton & Company, 1997, ch. 2-3 only.

## **Week 4 Infancy to Early Childhood Development and Spirituality**

Thursday, October 3

Readings:

- Bloom, Paul. "The Moral Life of Babies" in *Just Babies: The Origins of Good and Evil*. New York: Broadway Books, 2013, pp 7-32.
- Levine, Shellie. "Children's Cognition as the Foundation of Spirituality," *International Journal of Children's Spirituality* 4, no. 2, (1999): 121-140.
- Piaget, Jean. "Part I: Elementary Sensorimotor Adaptations," In *The Origin of Intelligence in the Child*. New York: Routledge, 1953. (Please skim read pages 23-143. I want you to get a cursory sense of Piaget's teaching and his methods).

## **Week 5 School Age Development and Spirituality**

Thursday, October 10

Readings:

- Gollnick, *Religion and Spirituality in the Life Cycle*, ch. 2.
- Fowler, James. "Stages in Faith Consciousness," *New Directions for Child and Adolescent Development* 1991, no. 52, (1991): 27-45.
- Mercer, Joyce Ann. "Children as Mystics, Activists, Sages, and Holy Fools: Understanding the Spirituality of Children and Its Significance for Clinical Work," *Pastoral Psychology* 54, no. 4, (2006).

## **Week 6 Adolescent Development and Spirituality**

Thursday, October 17

Readings:

- Gollnick, *Religion and Spirituality in the Life Cycle*, ch. 3.
- Miller, *The Spiritual Child*, ch. 8-9.
- Thomas, *Recent Theories of Human Development*, "Growing Up in Poverty," ch. 9.

## **Week 7 Young Adult Development and Spirituality**

Thursday, October 24

Readings:

- Gollnick, *Religion and Spirituality in the Life Cycle*, ch. 4
- Thomas, *Recent Theories of Human Development*, "Sexual Orientations," ch. 12

**READING WEEK: OCTOBER 28-NOVEMBER 1**

## **Week 8 Adult Development and Spirituality**

Thursday, November 7

Readings:

- Capps, Donald. *The Decades of Life*, ch. 4

- Thomas, *Recent Theories of Human Development*, "Ethnic Minorities," ch. 10
- Alexander, Joanne H, Jane E.M. Callaghan, & Lisa C. Fellin. "Genograms in Research: Participants' Reflections of the Genogram Process," *Qualitative Research in Psychology* 19, no. 1, (2022): 91-111.

## **Week 9 Middle Adult Development and Spirituality**

Thursday, November 14

Readings:

- Gollnick, *Religion and Spirituality in the Life Cycle*, ch. 5
- Capps, *The Decades of Life*, ch. 5-6

## **Week 10 Older Adult Development and Spirituality**

Thursday, November 21

Readings:

- Gollnick, *Religion and Spirituality in the Life Cycle*, ch. 6
- Capps, *The Decades of Life*, ch. 9

## **Week 11 Contemporary Theories of Human Development**

Thursday, November 28

- Grusec, J. "Social Learning Theory and Developmental Psychology: Legacies of Robert Sears and Albert Bandura." *Developmental Psychology*, 38, (1992): 776-786.
- Harris, Kathleen Mullan, Thomas W. McDade, "The Biosocial Approach to Human Development, Behavior, and Health Across the Life Course," *Russell Sage Foundation Journal of the Social Sciences* 4, no. 4, (2018), 2-26.

## **Week 12 The Future of Development Theories and the Spiritual Journey**

Thursday, December 5

- Thomas, *Recent Theories of Human Development*, ch. 13
- Mercadante, Linda. "Spiritual Struggles of Nones and 'Spiritual but Not Religious' (SBNRs)," *Religions* 11, no. 513, (2020).

## **Exam Week**

Due Thursday, December 12, 2024, midnight.

## **Evaluation**

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### **Requirements**

The final grade for the course will be based on evaluations in four areas:

Basic Degree Students:

(1) *Participation (10%)* – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to participate in conversation in small groups about the material and interact in large group. This "interaction" does not necessarily mean speaking up, in

fact sometimes those who speak the most do not equitably participate. Interaction could be verbal comments or questions, posting in the group chat, or participating in other manners.

(2) Presentation to Small Group (20%) -Each student will present during small group on a given theory or theorist of human development or faith development throughout the semester. The presentation should provide a basic summary of the theory or theorist, and three questions for entering into group discussion. Presentations will be limited to 10 minutes (maximum), and should be accompanied by a 1 page (maximum) handout including a summary, key points, figures/images/quotes/infographics etc on the topic of a theorist or theory of human development and spiritual journey. A signup for presentations will be available on Quercus.

(3) Autobiographical Narrative (30%) – Write an 7-8 page paper of your life story which relates to your own human development and spiritual journey. You should incorporate key events in your life, milestones, spiritual mentors, and can include both triumphs and challenges/traumas to your development and spiritual journey. You must relate your personal story to the course readings, and should have a critical eye to what developmental theories (if any) support your journey, and even what theory(s) may be lacking in providing substance to your personal social location. You should include your personal genogram alongside the narrative explaining the process of creating the genogram and how it relates to your autobiographical narrative. (This is a required paper for the SPE practicum application). Details will be available on Quercus.

(3) Final Paper (40%) –

*Option 1: Spiritual Journey Interview—Interview someone (a colleague, an elder in your religious organization, etc) and take down details of their personal development and spiritual journey. Write a 10-12 page paper which incorporates their journey and 1-2 developmental or spiritual theories which support the understanding of their journey. This interview cannot be the same person you are interviewing for another course. (Further details on Quercus).*

*Option 2: Psycho-Spiritual Biography—Write a 10-12 page spiritual biography on the life of a prominent person, integrating 1-2 theories we have discussed in the course which support the understanding of this individual. The person can be alive today (ie: the Pope) or a historical figure (ie. St. Teresa of Avila). You can use Erik Erikson’s text “Young Man Luther” as a guide to a psycho-spiritual biography, which differs from a historical biography in that it seeks to interpret the life of an individual of prominence through the lens of human development spiritual journey theories. (Further details on Quercus).*

All written work should conform to the TST standard use of Turabian/Chicago style. Paper page total does not include footnotes, so a 10-12 page paper may end up being 12-14 pages inclusive of footnotes.

### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale:

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

### **Grading System - Graduate Degree Students**

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory
FZ	(0-69)	Failure

Please see the appropriate Conjoint Degree handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc.).

## ***Policies***

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***Class attendance.*** Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

***Class recording.*** Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor. The instructor may record part or all of the lecture portion of class to post on Quercus, but will notify students on the days/times they record.

***Late work (BD).*** Basic Degree students are expected to hand in assignments by the date given in the course outline. If a student needs an extension for personal reasons, they are expected to email the instructor prior to the deadline (or their assignment will risk losing points). The instructor agrees to grade assignments within two weeks of their deadline (though normally they are graded much sooner to maintain the dialogical nature of classroom teaching). Because of this, if an assignment is sent in late, it will not be graded until the following assignment is due. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar’s office in the

student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

**Inclusive Language.** Knox College has an inclusive language policy, available at [https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy\\_Use-of-Language-Policy-and-Glossary\\_221003.pdf](https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf). While I strive to use inclusive language, and expect respectful language in the classroom, some of the older readings do not use inclusive language. Having a cursory understanding of some of the historical psychological foundations is important to this course and further courses in development, therefore I will still be drawing on the use of Freud, Jung, Erikson, and others who do not necessarily use inclusive language.

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Use of Generative AI, e.g., ChatGPT.** The use of Generative AI (like chatGPT and other forms of artificial intelligence) is **not permitted** in this course. Though there are ways that AI can be useful and helpful in some educational contexts, this course is specifically designed around *your* personal growth and learning within the framework of human development and the spiritual journey. Though AI has proven quite adept at learning and developing tools within certain contexts, it lacks what many people refer to as "soul" or "spirit." Given the spiritual nature of this course, therefore, your own content and growth is expected without the use of AI. If you have concerns about writing without the use of AI, particularly if you have a



learning disability or if English is not your first language, please speak with the course instructor for further guidance.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

**Back-up copies.** Please make back-up copies of assignments before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from me may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs must be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## Course Learning Objectives/Outcomes

### Basic Degrees – Knox and TST

<i>This course has the following course-level learning outcomes</i>	
<b>Outcome</b>	<b>Evaluation</b>
1. Demonstrate knowledge of theories of human growth and spiritual journey.	Small group presentation will specialize in one theory. The two papers should reflect on several others.
2. Demonstrate the ability to synthesize reading material into presentations and papers.	The final paper will particularly focus on drawing on reading material and synthesizing it for biographical narrative.
3. Demonstrate understanding of one's own social location and how it interacts with development theories and spirituality.	The autobiographical narrative will allow students to demonstrate this ability.
4. Demonstrate sensitivity to other's social locations and how development theories and spiritual journeys are uniquely personal.	The biographical narrative will allow students to appreciate how other social locations interact with stage theories.

<b><i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i></b>		
<b>MDiv</b>	<b>MTS</b>	<b>MPS</b>
<input type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> Click or tap here to enter text.	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> This course will help students integrate practical theological knowledge and psychological insights.	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> Presentation of a development theory through a spiritual lens.
<input checked="" type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> Draws on theories of faith development for use in churches.	<input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> The two papers will assess students' ability to integrate practical theological information and psychological theory.	<input checked="" type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> Assessment through autobiographical paper of how theory and practice interplay in spiritual care.

<input checked="" type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i>  Interacts with peers in small group environment to understand how social location affects spiritual journey.	<input checked="" type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> Participation and presentations in small groups will draw on interpersonal skills and sensitivity to others.	<input checked="" type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Autobiographical paper assesses spiritual and theoretical integration.
<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God’s work and justice in a diverse and changing world. <i>Evaluation:</i> Small group interaction and participation in diverse groups.	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> The two papers will assess this.	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> The two papers will assess this.
TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<b>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></b>		
<b>1. Depth and Breadth of Knowledge</b>	<i>Course Goals 1 and 2</i>	<i>Depth: small group presentation Breadth: autobiographical paper</i>
<b>2. Knowledge of methodologies</b>	Course goals 1 and 2	Small group presentation, two papers
<b>3. Application of Knowledge</b>	Course goals 1, 2, 3	Presentation and two papers
<b>4. Communication Skills</b>	Course goals 2, 3, 4	Presentation and two papers
<b>5. Awareness of Limits of Knowledge</b>	<i>Course goals 3 and 4</i>	<i>Final paper</i>
<b>6. Autonomy and Professional Capacity</b>	<i>Course goals 3 and 4</i>	Small group participation, final paper

## **CRPO Entry to Practice competencies**

1. Develop knowledge of human development across the life span including spiritual, moral, emotional, cognitive, and physical growth (1.1)
2. An awareness of human development both historically and within the current theory (1.2 a)
3. Engage ways and means by which to interact with persons across the lifespan (1.5a, 4.5)
4. Develop an awareness of cultural and social differences within human development (1.5)
5. Aware of the places of the learners, individual development, and 'self' in developing and engaging relationships with others (1.4, 2.2)
6. Develop an awareness of the place of one's self in the practice of ministry and to develop professional skills that develop a safe environment in which to engage others (2.1, 2.2, 3.3).