

**DRAFT**

**HUMAN GROWTH AND SPIRITUAL JOURNEY  
KNOX COLLEGE  
KNP1443H**

**Fall 2017 INSTRUCTOR: Dr. Esther Acolatse**

**Contact Hours: 24**

**COURSE DESCRIPTION:**

This course will explore various theories of human development, stages of human growth, and lifespan spiritual journey in correlation to human growth, and will discuss implications for Christian Ministry. We will reflect our own growth and journey along with theories of human growth and spiritual journey.

**OBJECTIVES:** At the end of the course we will be able to .....

1. Demonstrate a basic knowledge of theories of human growth and spiritual journey
  - Identify major theories of human growth including faith growth.
  - Describe characteristics of stages of human growth in terms of lifespan theory.
  - Identify spiritual journey in the human lifespan.
2. Demonstrate ability to gather, select, and present information from readings appropriate to task assigned
3. Demonstrate ability and willingness to learn and understand oneself and others who have grown up in different culture.
  - Identify the complexities of culture involved in personal growth and spiritual journey
  - Identify one's own cultural context influenced on one's own growth
  - Apply theories of human growth to understanding others grown in different cultures
4. Demonstrate ability and willingness to assess oneself and act to improve
  - Identify theories that accurately describe one's own growth
  - Identify issues involved in one's growth
  - Show a willingness to act improve oneself
5. Demonstrate conscientiousness and willingness to take personal responsibility for learning, honesty and personal integrity in leadership
  - Show willingness and personal integrity in leadership
  - Show respect others who are different from oneself
  - Show willingness to listen in class discussions and small groups
  - Discuss one's thought or ideas honestly with others
  - Demonstrate ability to maintain confidentiality in the best interest of others

**CRPO ENTRY- TO -PRACTICE COMPETIENCES :**

<b>CRPO Entry-to-Practice Competencies</b>	<b>How the competency is demonstrated</b>
<p>1 Develop a knowledge of human development across the life span including spiritual, moral, emotional. Cognitive and physical growth (1.1)</p>	<p>✓ Through writing <i>My Unfolding Story</i> and two critical reflections on their personal development and spiritual journey</p> <p>✓ The Final integrative research paper requires an interview process with a written analysis utilizing theory in human growth and spiritual journey</p>
<p>2 An awareness of human development both historically and within current theory (1.2 a)</p>	<p>✓ Through writing <i>My Unfolding Story</i> and two critical reflections on their personal development and spiritual journey</p> <p>✓ The Final integrative research paper requires an interview process with a written analysis utilizing theory in human growth and spiritual journey</p>
<p>3 Engage ways and means by which to interact with persons across the lifespan (1.5a, 4.5)</p>	<p>✓ Class small group process</p> <p>✓ Interview of person and the reporting of that interview for the final integrative paper</p>

<p>4 Develop an awareness of cultural and social differences within human development (1.5)</p>	<p>✓ <b>Discussion of <i>My Unfolding Story</i> in culturally diverse small group</b>          ✓ <b>Final integrative paper</b></p>
<p>5 Aware of the place of the learners individual development and ‘self’ in developing and engaging relationships with others (1.4, 2.2)</p>	<p>✓ <b>Writing <i>My Unfolding Story</i> and two critical reflection papers on that story</b>          ✓ <b>Integrative Interaction paper</b></p>
<p>6 Develop and awareness of the place of one’s self in the practice of ministry and to develop professional skills the develop a safe environment in which to engage others (2.1, 2.2, 3.3)</p>	<p>✓ <b>Final Integrative paper requires application of the theory in their Christian ministry</b></p>
<p>7 Remain current with professional literature (5.1).</p>	<p>✓ <b>The application in the final paper of current professional theory that has been presented in the readings and lectures</b></p>

**COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:**

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

1. Reading, researching and watching before class: There will be assigned readings on each week from the text book and readings on Blackboard.
2. A Presentation: Students will be placed in groups. Each group will be asked to lead a class section concerning a period of human growth across the lifespan Consulting with the professor is essential to avoid duplication. Each group may choose certain period of development, such as early childhood, young adult, seniors, etc. **Evaluative Criteria:** well prepared and focused, comprehensive, informative, accurate, insightful, clear, good approach and keeping time limit 30 minutes (20 %)
3. My Unfolding Story: This is an assignment in the first week. Looking back on your past life, and remember the important changes that occurred in your life, write “My Unfolding Story” following your lifespan from the early childhood to now, remembering what had happened in yourself in terms of human growth and spiritual journey. About 4-5 pages. Bring it to the second class **Evaluative Criteria:** Well-described, honestly reflected and inclusive according to life changes (10 %)
4. Two critical reflection papers: each 2-3 pages. Write two critical reflection papers during the course, accessing and reflecting critically on “my unfolding life story” using what you read and learned from the classes and discussed in the group. Also try to appropriate the theory or theories you are using to reflect your own life. **Evaluative Criteria:** depth of reflection and insight, correlation between theories and my story, and completeness (15 % each) (Due: Oct.15 for the first one, Nov. 26 for the second one)
5. An integrative research paper in lieu of a final exam: Conduct an interview with someone in your congregation or community of faith. Using the results of the interview write an 8 - 10 page integrative paper based on the interview. The paper should demonstrate development theories, life cycle dynamics and their application to spiritual journey. The final part of the paper will suggest implications for Christian Ministry. Interview questions will be developed in Class. (30%) Due December 6<sup>th</sup>
6. Active participation: In the first class we will form groups; these groups will reflect the variety of ages and cultures in the class. Much of class time will be spent in discussion in groups, sharing “my unfolding story” and criticizing theories of human growth, and supporting each other for the spiritual journey. Sometimes you may need to discuss using portal group discussion. It is important that confidentiality be maintained. Respect for confidentiality and privacy is required. Also, active and constructive participation is expected. Please plan to spend 2 or 3 hours in class and 6-7 hours in preparation for class per week. **Evaluative Criteria:** active participation in class as well as in group work, constructive comments and questions from readings on presentations, insights, respect for others. Group members will be asked to evaluate honestly other group members at the last class (10 %)

7. Optional tutorial: For those who have not taken an undergraduate course in Human Development or Psychology, if there is need, the TA will plan to offer a tutorial. The time and location of the tutorial will be decided in the first class.

### **COURSE POLICIES**

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

In particular notes:

**Late Policy:** 4 points deducted per week late.

**Email assignments:** Papers and assignments are not accepted by email in principle.

### **BOOKS REQUIRED:**

**Main Text:** (purchase and read)

Feldmeier, Peter, *The Developing Christian*, New York: Paulist Press, 2007

Erikson, Erik H, *The Life Cycle Complete, (Extended Version)*, New York, New York: W.W Norton & Company Ltd, 1998

**(Students can purchase the text book at Crux Book store.)**

Many readings will be provided through portal page.

### **Important books:**

Crain, William. *Theories of Development*, NJ: Prentice-Hall, 2005.

Dacey, John S. & Travers, John F. *Human Development Across the Lifespan*. New York: McGraw Hill, 2001.

Kail, Robert V. , Cavanaugh, John C. and Ateah, Christine A. *Human Development: A Life-Span View*, Nelson Thomson, 2006

Loder, James E. *The Logic of the Spirit*. San Francisco: Jossey-Bass Publishers, 1998

Newman, Barbara M. & Newman, Philip R. *Theories of Human Development*, New Jersey: Mahwah, 2007

Thomas, R. Murray. *Recent Theories of Human Development*, London: Sage Publications, Inc., 2001

Course Number: KNP1443  
 Course Name: Human Growth and the Spiritual Journey  
 CRPO Competency Checklist

<b>1. Foundations</b>		
<b>1.1 Integrate a theory of human psychological functioning.</b>		
a	Integrate knowledge of human development across the lifespan.	✓
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	✓
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	✓
<b>1.2 Work within a framework based upon established psychotherapeutic theory.</b>		
a	Integrate the theory or theories upon which the therapist's practice is based.	✓
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	
c	Identify circumstances where therapy is contraindicated.	
d	Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.	
e	Establish a therapeutic relationship informed by the theoretical framework.	
f	Integrate a theory of change consistent with the therapist's theoretical orientation.	
g	Integrate knowledge of the impact of trauma on psychological functioning.	
<b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice.</b>		
a	Integrate knowledge of key concepts common to all psychotherapy practice.	
b	Recognize the range of psychotherapy practised within the province of Ontario.	
c	Integrate knowledge of psychopathology.	
d	Recognize the major diagnostic categories in current use.	
e	Recognize the major classes of psychoactive drugs and their effects.	
<b>1.4 Integrate awareness of self in relation to professional role.</b>		
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	✓
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	✓
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	✓
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	✓
<b>1.5 Integrate knowledge of human and cultural diversity.</b>		
a	Integrate knowledge of human diversity.	✓
b	Recognize how oppression, power and social injustice may affect the client and also the therapeutic process.	✓
c	Adapt the therapist's approach when working with culturally diverse clients.	✓
d	Recognize barriers that may affect access to therapeutic services.	✓
e	Identify culturally-relevant resources.	✓
<b>2. Collegial &amp; Inter-professional Relationships</b>		
<b>2.1 Use effective professional communication.</b>		
a	Use clear and concise written communication.	✓
b	Use clear and concise oral communication.	✓
c	Use clear and concise electronic communication.	✓
d	Communicate in a manner appropriate to the recipient.	✓
e	Use effective listening skills.	✓
f	Differentiate fact from opinion.	✓
g	Recognize and respond appropriately to non-verbal communication.	✓

<b>2.2 Maintain effective relationships.</b>		
a	Show respect to others.	✓
b	Maintain appropriate professional boundaries.	✓
c	Recognize and address conflict in a constructive manner.	✓
d	Demonstrate personal and professional integrity.	✓
<b>2.3 Contribute to a collaborative and productive atmosphere.</b>		
a	Create and sustain working relationships with other professionals encountered in practice.	
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities.	
c	Initiate inter-professional collaborative practice.	
<b>3. Professional Responsibilities</b>		
<b>3.1 Comply with legal and professional obligations.</b>		
a	Comply with applicable federal and provincial legislation.	
b	Comply with CRPO legislation and professional standards.	
c	Address organizational policies and practices that are inconsistent with legislation and professional standards.	
d	Comply with relevant municipal and local bylaws related to private practice.	
<b>3.2 Apply an ethical decision making process.</b>		
a	Recognize ethical issues encountered in practice.	
b	Resolve ethical dilemmas in a manner consistent with legislation and professional standards.	
c	Accept responsibility for course of action taken.	
<b>3.3 Maintain self-care and level of health necessary for responsible therapy.</b>		
a	Maintain personal physical, psychological, cognitive and emotional fitness to practice.	✓
b	Build and use a personal and professional support network.	✓
c	Maintain personal hygiene and appropriate professional presentation.	✓
<b>3.4 Evaluate and enhance professional practice.</b>		
a	Undertake critical self-reflection.	
b	Solicit client feedback throughout the therapeutic process.	
c	Plan and implement methods to assess effectiveness of interventions.	
d	Obtain feedback from peers and supervisors to assist in practice review.	
e	Identify strengths as a therapist, and areas for development.	
f	Set goals for improvement.	
g	Modify practice to enhance effectiveness.	
h	Participate in relevant professional development activities.	
i	Maintain awareness of resources and sources of support relevant to practice.	
<b>3.5 Obtain clinical supervision or consultation.</b>		
a	Initiate clinical supervision or consultation when appropriate or required.	
b	Articulate parameters of supervision or consultation.	
c	Protect client privacy and confidentiality, making disclosure only where permitted or required.	
d	Initiate a legal consultation when necessary.	
<b>3.6 Provide education and training consistent with the therapist's practice.</b>		
a	Recognize when to provide education and training to clients and others.	
b	Recognize therapist's limits of professional expertise as a trainer /educator.	
c	Plan and implement effective instructional activities.	
<b>3.7 Maintain client records.</b>		
a	Comply with the requirements of CRPO and relevant professional standards.	
<b>3.8 Assist client with needs for advocacy and support.</b>		

a	Identify when advocacy or third-party support may be of value to the client, and advise client accordingly.	
b	Support client to overcome barriers.	
<b>3.9 Provide reports to third parties.</b>		
a	Prepare clear, concise, accurate and timely reports for third parties, appropriate to the needs of the recipient.	
b	Recognize ethical and legal implications when preparing third-party reports.	
<b>3.10 Establish business practices relevant to professional role.</b>		
a	Comply with the requirements of CRPO and relevant professional standards.	
b	Explain limitations of service availability.	
<b>4. Therapeutic Process</b>		
<b>4.1 Orient client to therapist's practice.</b>		
a	Describe therapist's education, qualifications and role.	
b	Differentiate the role of the therapist in relation to other health professionals.	
c	Explain the responsibilities of the client and the therapist in a therapeutic relationship.	
d	Explain the advantages and disadvantages of participating in psychotherapy.	
e	Explain client rights to privacy and confidentiality, and the limitations imposed upon it by law.	
f	Explain relevant rules and policies.	
g	Respond to client questions.	
h	Explain and obtain informed consent in accordance with legal requirements.	
<b>4.2 Establish and maintain core conditions for therapy.</b>		
a	Employ empathy, respect, and authenticity.	
b	Establish rapport.	
c	Demonstrate awareness of the impact of the client's context on the therapeutic process.	
d	Demonstrate sensitivity to the setting in which therapy takes place.	
e	Assume non-judgmental stance.	
f	Explain theoretical concepts in terms the client can understand.	
g	Foster client autonomy.	
h	Maintain appropriate therapeutic boundaries.	
i	Define clear boundaries of response to client's requests or demands.	
j	Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.	
k	Employ effective skills in observation of self, the client and the therapeutic process.	
l	Demonstrate dependability.	
<b>4.3 Ensure safe and effective use of self in the therapeutic relationship.</b>		
a	Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.	
b	Recognize the impact of power dynamics within the therapeutic relationship.	
c	Protect client from imposition of the therapist's personal issues.	
d	Employ effective and congruent verbal and non-verbal communication.	
e	Use self-disclosure appropriately.	
<b>4.4 Conduct an appropriate risk assessment.</b>		
a	Assess for specific risks as indicated.	
b	Develop safety plans with clients at risk.	
c	Refer to specific professional services where appropriate.	
d	Report to authorities as required by law.	
e	Follow up to monitor risk over time.	
<b>4.5 Structure and facilitate the therapeutic process.</b>		
a	Communicate in a manner appropriate to client's developmental level and socio-cultural identity.	✓

b	Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.	✓
c	Respond non-reactively to anger, hostility and criticism from the client.	✓
d	Respond professionally to expressions of inappropriate attachment from the client.	✓
e	Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.	✓
f	Recognize a variety of assessment approaches.	✓
g	Formulate an assessment.	✓
h	Develop individualized goals and objectives with the client.	✓
i	Formulate a direction for treatment or therapy.	✓
j	Practise therapy that is within therapist's level of skill, knowledge and judgement.	✓
k	Focus and guide sessions.	✓
l	Engage client according to their demonstrated level of commitment to therapy.	✓
m	Facilitate client exploration of issues and patterns of behaviour.	✓
n	Support client to explore a range of emotions.	✓
o	Employ a variety of helping strategies.	✓
p	Ensure timeliness of interventions.	✓
q	Recognize the significance of both action and inaction.	✓
r	Identify contextual influences.	✓
s	Review therapeutic process and progress with client periodically, and make appropriate adjustments.	✓
t	Recognize when to discontinue or conclude therapy.	✓
<b>4.6 Refer client.</b>		
a	Develop and maintain a referral network.	
b	Identify situations in which referral or specialized treatment may benefit the client, or be required.	
c	Refer client, where indicated, in a reasonable time.	
<b>4.7 Conduct an effective closure process.</b>		
a	Prepare client in a timely manner for the ending of a course of therapy.	
b	Outline follow-up options, support systems and resources.	
<b>5. Professional Literature &amp; Applied Research</b>		
<b>5.1 Remain current with professional literature.</b>		
a	Read current professional literature relevant to practice area.	✓
b	Access information from a variety of current sources.	✓
c	Analyze information critically.	✓
d	Determine the applicability of information to particular clinical situations.	✓
e	Apply knowledge gathered to enhance practice.	✓
f	Remain current with developments in foundational areas.	✓
<b>5.2 Use research findings to inform clinical practice.</b>		
a	Integrate knowledge of research methods and practices.	
b	Determine the applicability of research findings to particular clinical situations.	
c	Analyze research findings critically.	
d	Apply knowledge gathered to enhance practice.	